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ABSTRACT

This project was initiated through the discussions and efforts of a number of parents, principals, teachers, and representatives of the College of Education of the University of Maryland. It was developed as an innovative educational project designed to provide support and supplementary services to the educational program in seven schools in upper Northwest Washington, and the project was constituted as an Institute with three primary goals: staff development, curriculum development, and community involvement. These goals have been pursued through a variety of activities, including the establishment of elementary and secondary teacher education centers, which coordinate preservice and inservice programs for cooperating teachers and student teachers. The project has sponsored and coordinated a number of professional workshops in a variety of educational areas and has engaged in such curriculum development activities as the support of two projects in African music and the creation of an instructional innovation und to support innovative projects developed by classroom teachers. This document is concerned with the evaluation of the project, including the workshops, overall participation evaluation, organizational effectiveness, community involvement, and student performance. (Author/MBM)

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FINAL EVALUATION REPORT

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

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PROJECT SUMMARY

Title: Institute for Educational Development

Groups Served: Teachers, student teachers, administrators, and students in seven upper Northwest Washington schools: Coolidge High, Paul and Rabaut Junior High Schools, and Brightwood, Shephard, Takoma, and Whittier Elementary Schools.

Project Location: Rabaut Junior High School

Title III Funds Allocated (1969-1970): $150,000.

Project Rationale:

The rationale of the IED project is given in some detail in proposals and reports submitted by the IED staff. Briefly, the project is designed to coordinate the delivery of support and supplementary services to the overall education program in the seven schools mentioned above. The project developed out of a series of discussions among principals, teachers, parents and representatives of the College of Education of the University of Maryland. Continuing discussions evolved the idea of initiating an Institute for the purpose of achieving the three major goals.

Project Goals:

The three goals were specifically:

Staff Development, which involves the development and furtherance of the skills of school staff. This goal has been further defined in project reports as: "improving basic teaching skills, defining instructional options, encouraging flexibility in approaches and methods, and stimulating appropriate attitudinal and action changes."

Curriculum Development, described in project reports as involving "the creation of educational mini-structures in which curricular creativity and experimentation can occur." Implied are the creation of opportunities for the enrichment and diversification of the school curriculum.

Community Involvement, involving attempts to relate the schools more closely to the community, in part through the process of involving the community members in the IED project and hence in the school system.

Project Methodology:

The project entails, in part, two Teacher Education Centers (TECs) which function in both in-service and pre-service programs, coordinating a program for student teachers and cooperating teachers. In addition to staff development, the TECs are involved in the curriculum development aspect of the project. The project is headed by a Director, Mr. Latinnee Gullattee, who is advised by an Advisory Board composed of area parents, teachers, principals, representatives of the central administration, a representative from Neighbors, Inc. and the IED staff. Specific activities funded by the Institute have included a variety of workshops for teachers, student teachers, administrators and others, special curriculum projects, such as two projects in African Music, and an Instructional Innovation Fund, which provides funds for the implementation of innovative teacher projects. These and other activities of IED are described in more detail in the main body of this report and in the reports of the project staff.

Evaluation of Methodology:

The evaluation of the Institute has been centered in three principal areas: (a) evaluation of workshops; (b) impact on teachers and student teachers; and (c) organizational effectiveness. Workshop evaluations have been of two basic types: (a) professional evaluations by consultants; and (b) participant evaluations, primarily by teachers and student teachers. Both consultant and participant evaluations have been based primarily on questionnaires developed specifically for the evaluation of this project and utilizing seven-point rating scales to obtain responses of consultants and participants on a variety of items. The rating items provide the basis for statistical summaries and intercomparisons of various evaluators, participant groups, and aspects of the project.

A second major area of evaluation has been the assessment of overall participant reactions to the IED program. Again, the primary instrument has been one developed especially for the IED project and soliciting a variety of responses from IED project participants. In this context, the actual operational impact (use in the classroom) of information provided in IED workshops has also been assessed. The organizational-administrative effectiveness of the project has been evaluated from the viewpoint of a consultant with particular expertise in this area. Finally, evaluations of the attainment of the community involvement goal of IED, based in part on questionnaire data and in part on an objective assessment of the actual involvement of community members in the school system as a result of the existence of the Institute, have been carried out. A detailed description of evaluation procedures appears in the attached report.

Results of Evaluation:

Evaluated Institute workshops have been described as educationally effective, particularly in the solution of long-term problems and the education of experienced teachers. In addition, it has been noted that participation and interaction among teachers and student teachers is substantial as a function of workshops. Further, there is evidence that information gained from workshops has seen a substantial degree of utilization in the individual classrooms, that the attitudes of teachers and student teachers toward the workshops are substantially positive, and that the workshops are providing a mechanism for positive-going changes in attitudes of professional personnel. Finally, there is a high degree of agreement between workshop participants and consulting evaluators on these points. The evaluation of organizational effectiveness, conducted by Dr. Frederick Amling, Professor of Business Administration at George Washington University, has pointed to some areas of IED which are in need of improvement. However, the evaluation is a quite positive one and notes the importance of continuing the functioning of the Institute.

Further details of evaluation are given in the body of the report, and the areas of improvement and positive values of the project are summarized at the end of the report. However, it can be noted that the weight of evidence is quite heavily positive and argues strongly for the continuation of the project.

ABSTRACT

Final Evaluation Report

Title: Institute for Educational Development

Background and Purpose of the Project

This project was initiated through the discussions and efforts of a number of parents, principals, teachers and representatives of the College of Education of the University of Maryland. It was developed as a innovative educational project designed to provide support and supplementary ser services to the educational program in seven schools in upper Northwest Washington: Coolidge High, Paul and Rabaut Junior High Schools, and Brightwood, Shephard, Takoma and Whittier Elementary Schools. The project was constituted as an Institute with three primary goals: staff development, curriculum development and community involvement.

The goals of the projects have been pursued through a variety of activities, including the establishment of elementary and secondary Teacher Education Centers, which coordinate both pre-service and in-service programs for cooperating teachers and student teachers. The project has sponsored and coordinated a number of professional workshops in a variety of educational areas and has engaged in such cirriculum development activities as the support of two projects in African Music and the creation of an Instructional Innovation Fund, which supports innovative projects developed by classroom teachers.

Director: Latinnee Gullattee

Location: Rabaut Junior High School

Dates Encompassed by Report: June, 1969 through July, 1970.

Groups Served: Teachers, student teachers, principals, and students in the seven schools mentioned above.

Staff: One Director, Two Teacher Education Center coordinators

Title III Funds (FY 70): $150,000.

FINAL EVALUATION REPORT

Title of Project: Institute for Educational Development

The present document provides a detailed overview of the evaluation, during the past year, of the Institute for Educational Development (IED). The overall purpose of the evaluation was to determine the extent to which IED has fulfilled its stated goals and thereby to indicate the degree to which IED has made, and continues to make, a significant contribution as an educational organization. Before reviewing specific evaluation procedures, it is essential to consider briefly the stated goals and general procedures of the Institute.

Goals and Procedures of IED

As stated in its proposals and progress reports, the Institute has three principal objectives:

1) To develop and further the skills of school staff,
2) to establish a decentralized organization for curriculum development, and
3) to relate the schools more closely to their communities.

These objectives can be described as staff development, curriculum development, and community involvement. While all three goals have been stated and all have been, in fact, pursued, the emphasis of IED has clearly been on staff development. Staff development has been defined as "improving basic teaching skills, defining instructional options, encouraging flexibility in approaches and methods, and stimulating attitude and action changes. The Institute's approach to staff development has included two principal components, a pre-service component and an in-service component. The pre-service area has involved primarily the coordination of the placement of student teachers in IED schools and the supervision of the activities of these student teachers, while the in-service component has involved the provision of curriculum materials, personnel support, and funding for specialized activities (through the Instructional Innovation Fund). Cutting across the two components have been a number of workshops aimed at both teachers and student teachers and described in more detail below.

The Teacher Education Centers (TECs) at the elementary and secondary levels have served a coordinating function for the activities of student teachers in the IED project. Before beginning the "professional year," college juniors who will teach during the following semester spend one afternoon of each week for fifteen weeks as observer-participants in TEC classrooms. The student teaching experience itself continues for eight weeks at the secondary level, sixteen weeks at the elementary level. Wherever possible, student teachers have been assigned to two or more cooperating teachers for what are described as both intensive and extensive experiences. Through the TECs, the student teachers are also encouraged to become involved in many aspects of the total school program, including field trips, various clubs, home room activities, lectures, PTA meetings, and specific IED activities. The latter include, among others, the workshops mentioned above and bi-weekly seminars conducted by the TEC coordinators. Seminars are generally oriented toward subjects

suggested by student teachers, student observers, or cooperating teachers and are thus aimed at a variety of topics. The seminars have commonly included discussions of problems incurred in the classroom, comparisons of educational theory and educational practice, exchanges of viewpoints, and conversations with various professional educators. During the Fall semester of the 1969-1970 school year, the Teacher Education Centers placed 38 student teachers and 31 student observers with approximately 95 cooperating teachers directly involved in the programs. During the Spring semester, the TECs coordinated 32 student teachers and 37 student observers with 80 cooperating teachers as supervisors.

In addition to the workshops and seminars and the overall operation of the TECs, IED has engaged in a number of other activities. Included are cooperation with the Education Department of the University of Maryland in providing tuition free in-service courses for teachers in IED schools and support for IED teachers to attend a variety of professional meetings. The latter have included, for example, attendance of various groups at: The National Association for Student Teaching Clinic, The Association for Student Teaching (held in Chicago); The Association for Supervision and Curriculum Development (San Francisco); The National Science Teachers Association (Cincinnati); The American Association for Health, Physical Education, and Recreation (New York City); and The National Collegiate Athletic Association (Detroit). The curriculum development area has been pursued in a number of ways. First, a number of IED workshops have been aimed partially at curriculum development, a fact which will be detailed and evaluated below. Secondly, the Institute has sponsored the Instructional Innovation Fund, which provides grants of up to $100.00 each for teachers wishing to implement curricular innovations. The funds are granted in credits for the teacher to obtain equipment and materials needed for the implementation of his idea. Funded projects have included, for example, special programs in student-directed Language Arts, in sixth grade Industrial Arts, Reading, Environmental Studies, and Linguistics. In addition to the Instructional Innovation Fund, the Institute has sponsored two projects in African Music (and culture), has aided in the initiation of a prekindergarten program at Takoma Elementary School, and, in response to a request from the community, has provided consultant services to a group of teachers who plan to introduce in September classroom units on family life and sex education. Each of these activities is detailed in proposals and progress reports of IED and need not be further discussed here.

The approach of IED to the community involvement goal has involved three principal activities. First, the Advisory Board consists in part of seven parents, one from each of the IED schools. Together with an equal number of principals and teachers and several representatives of the Central School Administration, the University of Maryland, and Neighbors, Inc., these parents advise the IED staff in the formulation and execution of programs, policies, and plans. In addition to the Advisory Board, IED has involved community members in school programs through the utilization of parents as practical substitutes, assisting and releasing teachers who attend IED workshops and other activities. More than 65 parents have been regularly called upon to become involved with IED in this capacity. A final approach to community

involvement has been the attempt to place, insofar as possible, IED activities in community facilities. In particular, a number of workshops have been held in Trinity Episcopal Church, the Petworth Library, and private homes.

This brief summary of IED goals and procedures is not intended to be exhaustive, as an exhaustive summary would be unnecessarily redundant with previous reports written by the IED Director. The reader is thus referred to these IED proposals and progress reports for further details on activities.

Evaluation Procedures

The evaluation of IED has been concentrated in three primary areas: (a) evaluation of workshops; (b) impact on teachers and student teachers; and (c) organizational effectiveness. These three components, in combination, have provided detailed evaluations in the area of staff development (the primary focus of the Institute), evaluations of the curriculum development activities of IED as these are involved in workshops, and some evaluation in the area of community involvement. The latter and initial steps in the evaluation of student performance are described below.

Workshop Evaluation

While the procedures described here are grouped as focusing upon the workshops as major activities of the Institute, it should be noted that the "workshop" evaluations have gone considerably beyond the content of individual activities. Thus the assessments of these workshops include more general evaluations, by both consultants and participants, of the effectiveness of IED in the areas of staff and curriculum development and community involvement. This relative complexity results from the impossibility (and undesirability) of treating individual activities as entities unrelated to the overall functioning of IED and from the desire to provide, insofar as possible, a fully integrated evaluation of the Institute using individual Institute activities only as focal points in weaving an overall evaluation pattern.

Professional Evaluation. Some workshops and related activities have been evaluated, in part, by professional educators from Howard and George Washington Universities, serving as experts in the evaluation of specific educational activities. These consultants have attended specific workshops and also interviewed cooperating teachers, student teachers, and/or IED personnel. They have provided their evaluations primarily in response to formal questionnaires, developed by the present consultant and employing Likert-type items and open-ended items. The Likert items provide a basis for statistical summaries and intercomparisons of various evaluators and various aspects of the project. The questionnaires utilized include a form developed specifically for professional assessment of workshops (Consultant Evaluation Form CW) and a form developed for overall consultant evaluations of IED (Consultant Evaluation Form CO). Both of these forms appear in Appendix A. The forms and their utilization are described in some detail in connection with the reports of specific evaluations below.

Participant Workshop Evaluation. In an evaluation of staff development, it is essential to assess both changes in teacher and student teacher performance and the attitudes of staff toward IED and its various activities. The latter is necessary because the Institute cannot be maximally effective in this area unless school personnel perceive its activities as having educational value and interest. Participant evaluations have taken three principal forms. First, participants in some workshops have responded to the questionnaire developed specifically for workshop evaluation (Participant Evaluation Form PW). This questionnaire appears in Appendix B and is described in some detail in connection with specific evaluations below. Secondly, participants in IED activities have been interviewed by consultants in an unstructured manner in an effort to provide more "personal" (but necessarily less objective) assessments. Interview assessment is discussed in a separate section below. Finally, some earlier workshops were assessed through the use of a brief questionnaire developed by IED personnel before the beginning of the present evaluation (Appendix B).

As will become apparent in the workshop evaluations which follow, the questionnaires and procedures utilized for assessment have provided information relevant to all three principal areas of IED activity. (However, as has been noted, emphasis has been in the area of staff development and to a lesser extent in the area of curriculum development.)

Overall Participant Evaluation

In addition to their evaluations of workshops and other activities, participants (cooperating teachers and student teachers) in IED programs were asked to provide a more general evaluation of IED activities and functioning. This evaluation was provided primarily through the use of a questionnaire (Participant Evaluation Form) developed specifically for this purpose. The questionnaires were handed to teachers and student teachers, and each was asked, on two different occasions, to respond to each of a number of Likert-type items. The results of these participant evaluations are reported below, and the questionnaire itself appears in Appendix C. The interview assessment by consultants (reported below) also contributed to the overall participant evaluation of IED programs.

Evaluation of Organizational Effectiveness

The functional value of many organizations, including those devoted to innovative education, can often be enhanced through an evaluation of the organizations efficiency of operation. Such an evaluation has the additional value of providing the viewpoint and recommendations of an evaluator who is an expert not in educational effectiveness but in the area of general organizational effectiveness. The organizational evaluation of IED was undertaken by Dr. Frederick Amling, Professor of Business Administration at George Washington University. Dr. Amling reviewed IED written materials and intensively interviewed IED personnel in preparing an overall report of the effectiveness of the Institute and in compiling recommendations for increased effectiveness. Dr. Amling's report, with brief commentary by the present consultant, appears in a separate section below.

Evaluation of Community Involvement

The original plan for the evaluation of IED's community involvement component called for an assessment of community attitudes through a very limited series of structured interviews with community members (primarily parents in the IED schools). The interview form for the conduct of this evaluation was, in fact, developed. However, two considerations have mitigated against conducting the actual evaluation as originally planned. First, and most importantly, it has become apparent that a vast majority of community members are not aware of the existence of IED as a unit within the school system. This is true primarily because of the size and complexity of the school system and because IED's direct involvement has, as per its proposal, not been with students (from whom the parents might learn about IED) but with teachers and student teachers. The parents are, in some instances, aware of one or two specific IED activities, but do not realize that these are sponsored by IED and as such associated with other activities in the school system. The lack of familiarity of parents with the Institute would make it necessary, at a minimum, for interviewers to first familiarize the parent with the Institute, thus very possibly introducing a serious bias into the obtainable sample. Secondly, it has become apparent as the evaluation progresses that the principal focus of IED in the area of community involvement is not to directly and specifically influence the attitudes of the community but rather to actually involve community members in the school system. Objectively, with or without formal evaluation, IED has accomplished this goal through its establishment of an Advisory Board involving parents and through its utilization of community members as practical substitutes in the school system. During the 1970-1971 school year, the evaluation plan includes the assessment of: (a) the effectiveness of the IED use of practical substitutes; and (b) the solicitation of the attitudes, opinions and suggestions of community members who are maximally informed of the existence and performance of the IED project. These would include the community members of the IED Advisory Board and the officers of PTA groups in the various IED schools.

Student Performance Evaluation

Although student performance is not a stated and immediate goal of IED and student evaluation was thus not included in the original assessment design, concern for this type of evaluation arose late in the school year. At that time a tentative general plan was formulated for this type of evaluation, and standard achievement tests were given to a sample of students in IED and other schools for comparison with an earlier testing of these same students. As a part of the ongoing evaluation of IED, these data will be analyzed and interpreted to provide a partial and tentative assessment of changes in student performance.

Phases of Evaluation

Briefly, the evaluation of IED has progressed through four major phases. During the first phase of evaluation, after initial contact had been made with the present consultant, general and specific evaluation procedures were suggested, discussed, and modified. A report of this initial evaluative overview

has been made. . . With the outline of procedures finalized, the second phase consisted of the compilation of an initial evaluative overview of the Institute. This overview cumulated in a report which includes a discussion of an administrative organization, program organization, including the Teacher Education Centers and Workshops, and a summary of the perceived contributions and problems of IED as of the end of the school year preceding the beginning of formal evaluation. The third phase involved the establishment of contact with area professionals who would serve as evaluation consultants and the development of the various forms and questionnaires noted above. The final phase consisted of the evaluation itself, including the various consultant and participant evaluations of workshops and related activities, the overall evaluation of the Institute by participants, interview assessments, and the evaluation of organizational effectiveness.

This description of evaluation activities should not be taken as an indication that such activities have terminated. In fact, various aspects of the evaluation have continued through the summer months, including the evaluation of major summer workshops which is now being undertaken. The evaluation will continue, with certain modifications, through the 1970-1971 school year.

Workshop Evaluations

As a major aspect of IED activity, the workshops were also a principal focus of evaluation. The major aspects of workshop assessment included: (a) appropriateness of topic; (b) quality, as perceived independently by expert consultants and participants; (c) value of the workshop concept; (d) value to the individual participant of specific workshops; (e) operational impact (the extent to which information gained in workshops was actually applied by teachers) and (f) the extent to which the workshop was seen as furthering each of the three IED goals.

It was not possible to evaluate every workshop conducted during the course of the year. However, a number were assessed, some using the earlier IED questionnaire (Appendix B), some using the consultant and participant evaluation forms developed for the present evaluation (Appendices A and B). In addition, the interview evaluation, reported separately below, dealt in part with workshop effectiveness.

Before entering upon a discussion of specific workshops, it is important to take note of the meaning of the scores upon which a substantial part of the evaluation is based. These scores, compiled for groups of participants or for individual consultants, consist of raw or mean values for responses to a number of seven-point rating scales of the Likert-type. In utilizing these scales each respondent is asked to indicate the point on the seven-point scale which best describes his opinion or attitude with regard to a specific item. For example, one item reads:

How clear and understandable was the workshop presentation?

Very unclear ___ ___ ___ ___ ___ ___ ___ Very clear

Each participant would provide his response by checking a point on the scale. Means for participant groups on each item or across several items can then be derived, providing a basis for the evaluation of various areas of workshop assessment and making comparisons between workshops possible.

Likert scales cannot invariably be interpreted in an absolute sense. In particular, it is of importance to determine the comparison basis upon which the response is made. Thus, if the overall evaluation of a given workshop yields a mean response of 5.0, does this mean that respondents have given a slightly-more-than-neutral evaluation with regard to other workshops or is the comparison made with the possibility of no workshop at all as the 0 point? To avoid the complexities of using ratio scores or other procedures which may lead to difficulties in interpretation, this question has been answered for present purposes through interviews with participants. Interviewers simply asked each of a number of participants whether a given workshop or workshops in general were seen as educationally superior to not having had the particular workshop or any workshops at all (i.e., are the workshops seen as being of some value or are they a waste of time). The response was overwhelming. Every participant interviewed indicated that both workshops in general and the specific workshop in which he had participated are worthwhile educational activities, that some knowledge was certainly to be gained or potentially gained from each workshop. This response makes it apparent that an absolute interpretation of questionnaire scores would be inappropriate. Thus, even a mean score of 1.0 must be seen as slightly positive (since it is better than no workshop at all). A score of 5.0 would therefore be a quite positive evaluation of the workshop.

With this interpretation of scale scores in mind, the evaluation of each of a number of IED workshops (some using, some not using the rating scale questionnaires) will now be presented.

The Parent-Teacher Conference: A Workshop

Purpose and Rationale

On Sunday May 25, 1969, a workshop involving parents and teachers was held at Rabaut Junior Highschool under the auspices of the Institute for Educational Development. The general purpose of this workshop, which is intended to be the first in a series of such workshops, was to improve relationships between parents and teachers through an increase in mutual understanding and respect. More specifically the workshop was directed at a mutual examination of the parent-teacher conference. The rationale underlying the parent-teacher workshop is clearly stated in a working paper developed by Mr. Latinee Gullattee:

> Rationale: The opinion has been expressed by a significant number of parents and teachers (via a questionnaire) that present relations between the two call for improvement. A communication to the Advisory Board from the NI Education Committee noted antipathies between the two groups: on the one hand,

community contempt of teachers; on the other, teacher defensiveness toward parent intervention. Convinced of the need to bring parents and teachers together in some kind of meaningful and productive dialogue and interaction, the Committee on Staff Development recommended to the Board that the Institute conduct a workshop on improving parent-teacher relationships. In the light of this expressed need,a workshop designed to deepen inter-group insights and broaden inter-group understandings is proposed. It is expected that the product of such a workshop will be a better educational environment at school and at home for our school children.

Procedures

Before the beginning of the actual workshop the individuals who were to serve as leaders of the several parent and teacher groups met with the consultant to go over general procedures to be followed by all groups. Procedures which were outlined in this discussion were those which are developed in detail below. Procedures which were utilized were selected to make the workshop as effective as possible. Following this initial session the workshop was introduced to the entire group of parents and teachers as an attempt to determine the problems and perhaps provide solutions for problems which arise in connection with a parent-teacher conference. Following this introduction, the participants were broken up into homogeneous groups of parents and teachers. In this initial session there were four groups of teachers and three groups of parents each meeting with the leader who had attended the initial conference with the consultant. During this initial homogenous session, each group was asked to first list the kinds of problems and concerns which arise in connection with the parent-teacher conference. The initial lists were prepared in duplicate and one copy was collected for study by the IED staff and the consultant while the groups continued to discuss in detail each of the problems which the members had listed. During the remainder of the session, the group leader directed discussion to the several problems that had been indicated by the group. Each problem was discussed in as much detail as the group and the leader felt to be necessary, and in many cases solutions to the existing problems were suggested by members of the group. Throughout this second part of the session, a recorder kept detailed notes which were taken on ditto masters to be later distributed to all members of the group.

The homogeneous sessions were followed by a coffee break, during which parents and teachers had their first major opportunity to mix and begin discussions of the problems raised by both groups. The coffee break also allowed for maximal, informal social interaction among members of both groups, and provided an opportunity for IED staff members to run off all dittos, obtaining multiple copies of the notes taken by each group recorder.

Following the coffee break, the groups were mixed in heterogeneous sessions. Each heterogeneous group was composed of a combination of two of the original homogeneous groups, one parent group and one teacher group forming

each heterogeneous grouping. Each of these mixed groups was placed under the direction of two co-leaders, the original leader of the parent group and the original leader of the teacher group. At the start of this heterogeneous session, the consultant reminded members of both groups of the procedures which were suggested to expedite the heterogeneous group sessions, and each member of each heterogeneous group was handed ditto copies of the recorder's notes from both his own original (parent or teacher) group and the parent or teacher group with which his group had been combined. Under the direction of the co-leaders, each mixed group then conducted a discussion of each of the problems raised by the original homogeneous groups. It was the consultant's observation that the heterogeneous group sessions were extremely productive in defining problem areas, suggesting solutions, and generally in increasing a mutual respect of parents and teachers participating in the workshop. In addition to providing a considerable volume of valuable information, the mixed sessions thus tended to increase the social relationships between parents and teachers in the groups involved in the workshops. It is not unreasonable to hope that the increase in positive social relationships and mutual respect between the involved parents and teachers will generalize to the relationships of these parents and these teachers with other teachers and other parents.

Problem Areas and Suggested Solutions

Now we reach the section of this report which constitutes the principal purpose of the document, the consultant's interpretation and evaluation of the problems raised by parent and teacher groups. It is important to point out that what follows is largely the consultant's interpretation. There is, of course, an attempt to present and interpret the problems and solutions as accurately as possible. However, since no interpretation can be the only or necessarily the correct interpretation, the reader is referred to the notes of recorders which appear in an earlier report.

In general both groups raised three problem areas: conferences are too difficult to schedule, too infrequent, and too ineffective. Most or all of the specific problems which are discussed below reflect these three generalities.

Problems Raised by Parents

While some problem areas were raised in slightly different forms by both parent and teacher groups, in the interest of clarity, we will consider here parent problems and teacher problems separately. The consideration of specific problems raised by each of the two groups will be followed by a discussion of solutions which were suggested either by homogeneous groups or by the later sessions involving heterogeneous groups.

The principal problems raised by the initial homogeneous parent groups were as follows:

1. Many parents, it was pointed out, feel anxious and uneasy about requesting or attending parent-teacher conferences. A number of possible reasons for this uneasiness were provided by members of the several parent groups.

First, the parent may, in the parent-teacher relationship, feel inadequate. This feeling of inadequacy may arise either because the parent feels that he is in someway less educated or less qualified than the teacher to deal with the problems of his child, or because the parent may feel that the problems of the child are due to his (the parent's) inadequacies in dealing with the child at home and in connection with his schooling. A second reason for the anxiety of parents in connection with the parent-teacher conference is that the conference is ordinarily called to discuss problems rather than progress. The parent knows that when he is called by the teacher for a conference there is very likely some problem, either behavioral or academic, with his child. The conference is thus called and must begin in an atmosphere of negativity on the part of the parent. Still another reason for the parent's felt uneasiness is that he often does not know how to ask questions or to state problems. Very often he may wish to seek the teacher's expert advice concerning some aspect of his child's behavior. However, he feels that he lacks the training even to clearly verbalize the problems which he perceives and he therefore feels anxious when confronted by the teacher for whom he is to have a conference.

It was pointed out by the parent groups that the uneasiness of many parents concerning the conference situation often results in "silent parents." These parents, whom the groups felt constitute a substantial proportion of the total group of parents, are themselves a major problem. They ordinarily do not seek, and often when requested do not attend, conferences with the teachers of their children. Such total failure to participate in the education of their child may, of course, be due, in some cases, to a simple lack of interest in the child's educational progress. However, the parent groups felt, probably quite accurately, that many silent parents are simply afraid to participate in parent-teacher conferences. As will be seen, the teacher groups also consistently raised the silent parent problem. Interestingly, the parent groups were not able to provide a reasonable solution to this problem. These groups suggested two possible solutions, which even they felt were not adequate. The first solution is to provide for the parent a list of guiding questions, these comprising statements of specific problems which the parent can utilize in formulating questions that he will raise with the teacher. While such a procedure might be useful as a start, it is probably unrealistic to think that such a listing would provide a major aid, since the problems of children - and their parents - are often highly individualized and unique. The second suggestion made by parent groups was that a counselor should attend the conference as a "neutral" individual. The counselor could serve as a sounding board, interpreting the statements of both the teacher and the parent, and could possibly suggest solutions which neither the parent nor the teacher would arrive at. Like the problem list, the counselor suggestion is probably somewhat unrealistic, since the teacher would almost certainly feel that he is not a neutral person in the situation. Many teachers would probably feel threatened by the presence of a counselor in the situation, feeling that their professional adequacy is being questioned or that any inadequacies which they do express will be expressed in the presence of another professional. The consultant would suggest another possible resolution of the problem of parent uneasiness and the related problem of the silent parent. This solution is a less direct one and suggests that parents may be in some respects most responsive to other parents. For this reason, it may be possible for parents who

attend IED workshops to bring to these workshops or to teachers or teacher groups problems of a general nature which have been raised by the so-called silent parents. This solution also contains inherent inadequacies. The principal problem is that silent parents may be quite unwilling to discuss with other parents the problems which are theirs personally. Other possible solutions to this problem will be considered later in the report.

2. A second problem raised by the parent groups concerns the scheduling of parent-teacher conferences. This is a largely technical, but seemingly a highly important problem. A number of points were raised in connection with scheduling. First, many parents work throughout the day, and are therefore unable to attend conferences at any time during the day even after school hours. Other parents have young children at home or for a variety of other reasons are unable to attend conferences during the normal school day. In addition, parents pointed out that teachers often schedule conferences, or attempt to schedule conferences, with very little advance notice. This means, at best, a considerable inconvenience to the parent who must rearrange her schedule on short notice to fit the schedule of the teacher. In more serious instances, it means that the conference cannot be held at all when, for example, the parent would have to give considerably more advance notice than is possible in order to obtain time off from work.

Parents felt that the scheduling problem is a major reason for the infrequency of parent-teacher conferences, and a number of possible solutions were discussed to alleviate this problem. For the parent who can come in during the day but perhaps not after school hours, a possible solution would be the utilization of teacher aides to periodically release the teacher during the day for discussions with parents. For the parent who simply cannot come to see the teacher during the day, two solutions were suggested: a) conference times might be scheduled during evening hours; or b) teachers might periodically make home visits to talk with parents of the children in their classes. In this connection, however, a serious question was raised as to the provisions of the union contract. Parents felt that the contract may prohibit such evening and home sessions, and a number of parents expressed an interest in learning the provisions of that contract. In fact, some parents specifically suggested that the contract be made available for perusal by parents in some central location. Two other suggestions were also made concerning the alleviation of a scheduling problem. One was that group conferences involving one teacher and several parents in her classroom might be periodically scheduled either during the day or in the evening. In these conferences the teacher could discuss with several parents simultaneously problems which were common to a number of different children in the classroom. Conferences would also permit parents to become better acquainted with their child's teacher and would allow the parents in a more accepting and less individualized situation to raise problems which they might not raise in the individual parent-teacher conference. A second suggestion was to free each teacher from classroom duties one day per month, with this day specifically devoted to pre-scheduled conferences with a number of different parents of children in her classroom. It is the consultant's opinion that all of the aforementioned suggestions concerning the alleviation of a scheduling problem are quite reasonable. It may, of course, be that a combination of several

solutions would provide the best general solution to the problem or that different school situations would dictate the preference for one solution or combinations of solutions over another solution or combination.

3. A third major problem is the fear of many parents that they may negate the teacher, resulting in a negative attitude of the teacher toward their child. Since most parents do not want to be the source of such a problem for their child, they often feel that it is better to remain silent than to criticize the teacher. In the classic situation, the child may report to his parents that he is being treated unfairly by the teacher. Placed in this position, the parent is faced with a dilemna: if he remains silent, he may lose the respect of his child, and, of course, the child may actually be treated unfairly; on the other hand if the parent elects to criticize the teacher, he may further damage her relationship with the child. It was suggested, quite realistically, that the parent's first responsibility is to determine as objectively as possible the truth of the child's statements. Only when he is certain, or reasonably certain, that the child is correct should he approach the teacher. When he does then elect to seek a conference with the teacher, the parent should approach the teacher with a reasonable amount of tact. For example, instead of bluntly confronting the teacher with "you treat Johnny unfairly," the parent would be better advised to suggest that "Johnny <u>says</u> that some students always do well, and Johnny feels that they are getting a break." The parent might then go on to ask the teacher for her opinion of Johnny's perceptions. In this way, the parent can present to the teacher his awareness of and concern with the problem, and can seek her cooperation, rather than antagonizing her toward the child. The parent groups pointed out, however that some teachers are extremely defensive and that for these teachers even constructive criticism is met with a negative attitude. In these cases, it can only be suggested that the parent approach the teacher with extreme tact and that he try in general to develop a good working relationship with her throughout the school year. A second aspect of this problem raised by the parent groups is when the parent should go over the teacher's head and speak to the principal concerning a classroom related problem. Here, it was observed, the situation is extremely touchy, since nothing is likely to negate a teacher more quickly than having a parent go over her head, since this may bring criticism from an administrator. There is, of course, no easy solution or strict guideline that can be given for this problem. It was suggested that the parent should approach the principal only in extreme instances, only after talking extensively with the teacher, and only when he has solid evidence against the teacher. In such extreme cases, it is quite likely that more than one child will be involved, and therefore a group of parents rather than a individual parent may better approach the administrator.

4. The fourth problem area is actually a series of specific problems, all relating to the often observed ineffectiveness of the parent-teacher conference. First, the parents pointed out, there are in many cases simply too many children in the classroom for the teacher to know each child well. As a result, the teacher may come to the parent-teacher conference ill prepared to discuss the problems of a specific child. She may have to refer frequently to her record book and may even then confuse this particular child with one

or more other children in her classroom. While this situation may not be entirely the fault of the teacher, it is certainly disconcerting to the concerned parent and will do little to enhance his respect for the teacher or for the educational community. A second, and perhaps not unrelated, problem is that the teacher often does not request a conference when it later becomes obvious that a conference was needed. This may be due to the teacher's inability to recognize and deal with the individual problems of each of a large number of students in her classroom or it may be due to an unwillingness to spend the necessary after hours time conferencing with parents. In either case, the child's problems may become unnecessarily severe before the parents become aware that a problem exists. The conference, when it does occur, may be ineffective simply because it comes too late. The third problem is the concern of some parents that conferences, whether called by the teacher or by the parent, are often not related to the reporting system utilized by the school. Some parents went so far as to suggest that during some reporting periods, report cards should be actually replaced by parent-teacher conferences. While this suggestion may be somewhat unrealistic in terms of bookkeeping and legalities, it is quite reasonable to suggest that for at least one reporting period, report cards be issued at individual parent-teacher conferences and immediately discussed by parent and teacher.

Several other problems relating to conference ineffectiveness were also related by the parent groups. First, the parents noted that many teachers tend to stress academic achievement rather than the individual development of the whole child. This approach on the part of the teacher ignores or denies important aspects of the educational process, including the child's developing ability to interact socially, to react to authority figures, and and to solve problems of a general, non-academic nature. This problem may, of course, reflect the somewhat necessary mechanization of an educational system which forces the teacher to deal with often unreasonably large numbers of students in the classroom situation. It is, nevertheless, a serious consideration which deserves careful attention. An additional complaint of the parent groups was that teachers in the parent-teacher conference situation often will not listen carefully to the observations and advice of the parent who, after all, almost certainly knows more, or potentially knows more, than the teacher about certain aspects of the child's development and behavior. This consideration, it is pointed out, does not call into question the teacher's professional qualifications or expertise; it merely indicates that the typical parent is, in a different sense, also an expert concerning the behavior of his own child. Viewed in this way, the parent and the teacher constitute a team of experts which only by mutual cooperation can maximally benefit the child. A final inadequacy of the parent-teacher conference is that it ordinarily ignores the important role of the father in the child's development and education. This is, of course, another reason why evening conferences and/or home visits might be most appropriate and most helpful in many cases, since such arrangements can maximize the probability of involving the father as well as the mother in the conference.

Problems Raised by Teachers

1. The first major problem area raised by teacher groups concerns the attitudes of parents toward the teacher and toward the parent-teacher conference. Interestingly and importantly, the teacher's perception of parental attitudes was that they are most often negative. Some parents, they noted, are quite positive and tend to offer constructive criticism. However, most parents express only critical, negative attitudes, and seem unwilling to take actions which would be necessary to alleviate the problems that they raise. In general PTA meetings, in particular, they openly criticize the educational system, the individual teacher, and the classroom situation, yet they show virtually no willingness to suggest reasonable and constructive solutions for the problems which they raise. With specific reference to the parent-teacher conference, many parents express the attitude that a social stigma is attached to being called in for a conference. This point was confirmed by the parents, who reported, it will be recalled, that the parent-teacher conference is most often called in order to discuss problems with the child. The attachment of such a stigma to the conference is, of course, detrimental to the effectiveness of parent-teacher conferences in many ways. In particular, it decreases the probability that the parent will be willing to come for a conference and, in addition, it means that neither parent nor teacher can look forward to the conference, feeling it is a largely or entirely negative experience.

2. The second problem area raised by teacher groups relates to parental actions rather than to parental attitudes. Criticized parental actions comprise a wide variety of behaviors. First, many parents express, as noted above, extremely negative feelings at general PTA meetings; however, these same parents are unwilling to "rock the boat" at individual parent-teacher conferences. This point undoubtedly relates closely to the concern expressed by parent groups over the possible negation of the teacher. The action of parents in this case is seen as both ambivalent and self defeating. The second problem is that many parents remain silent and, when called for conferences, fail to appear. This problem has of course already been discussed in some detail in connection with the similar point raised by parent groups. Thirdly, teacher groups pointed out that many parents speak at PTA meetings and in individual parent-teacher conferences as though they were representative of the parent body as a whole, while in fact they are expressing a highly idiosyncratic opinion or attitude. This particular parental behavior not only irritates the teacher but makes it extremely, and perhaps unnecessarily, difficult for her to assess the actual attitudes and feelings which are representative of the general parent body. Three additional complaints relate specifically to the parent-teacher conference. First, teacher groups pointed out, parents tend in many cases to wait too long before requesting conferences. This point is, of course, identical to one raised by the parents, who made the same complaint about teachers. There is, obviously, a mutual responsibility here: both parents and teachers must be constantly alert to the possible problems of each individual child, and both must be willing to request conferences at the first sign of difficulty. A second complaint of teachers is that parents tend not to follow up conferences by taking recommended actions. This is, of course, sometimes due to the parent's disagreement

disagreement with the suggestions made by the teacher. However, in many cases the teachers see such inaction as simply a case of laxity on the part of the parents. In the former case, further discussion of the implications of conference originated suggestions is certainly indicated. In the case of a parent laxity, the teacher still has a responsibility to attempt at least a second conference and perhaps a third, rather than letting the child suffer because of parental inadequacies. It might in fact be appropriate in many cases for the teacher to end the first conference by arranging for a second conference at which progress can be checked. The third conference related problem raised by teachers is that parents tend to place far too much emphasis on the importance of the letter grade. In some cases, where the child is in serious danger of failing the grade, such concern on the part of the parent with letter grades may be quite appropriate and necessary. However, in many cases the parent will spend the entire conference period attempting to point out that Johnny should have gotten an A rather than a B in arithmetic or that there was no reason why his grade in spelling should have dropped from B to C. In these cases many teachers felt that much valuable conference time is being wasted on a relatively minor set of problems. One final problem, not specifically related to the parent-teacher conference, but which was seen as a considerable source of irritation to the classroom teacher is the parent who fails to see that the child does his homework each evening. Lack of preparation on the part of any one child not only damages that child's education but tends to retard the progress of the entire class of which he is a member.

3. Additional problems raised by teachers relate to the internal content and conduct of the parent-teacher conference itself. First many parents take an extremely defensive attitude concerning any problems of their child which arise in a parent-teacher conference. Probably often feeling that they are at fault for the child's problems, parents vehemently defend his behavior and academic progress often without reference to the realities of the situation. They tend to laud the child and castigate the teacher, while loudly exonerating themselves from any possible fault in the situation. A second problem is that parents often misinterpret the teacher's use of the record book during the parent-teacher conference, a point certainly confirmed by the independent allegation of the parent groups that teachers find it necessary to consult the record book in order to remember which child they are discussing. Teachers pointed out that they often consult the record book merely to assure the accuracy of their statements or to check the details of specific points such as the child's grades on individual tests or the specifics of his attendance record. It should be pointed out, of course, that both the parents and the teachers are probably correct (and incorrect), depending upon the individual teacher involved in the situation. Some teachers will almost certainly, as the parents allege, need the record book as a crutch due to their lack of preparation for the parent-teacher conference. Other teachers, however, most certainly do not need the record book as a crutch but are, as the teacher groups suggested, merely using it to maximize the accuracy of their statements and to check details. Teacher groups also pointed out that many parents fail to take advantage of available meeting times after school. Agreeing that some parents work and simply cannot come at this time, the teachers pointed out that, nevertheless, there are many

other parents who either do not work or could readily obtain early release from work but who still make no effort to utilize the after school hours for parent-teacher conferences. A final question raised by the teachers concerns the inclusion of the child in the parent-teacher conference. There were considerably mixed opinions on this point, some teachers feeling that the child should often be included in the conference in order to maximally benefit from the discussion between parent and teacher. Others, however, felt that ordinarily the child should not be included in the conference, since neither parent nor teacher can speak as freely when the child is present. The most obvious answer to the question of the child inclusion is that it must be determined for each individual child and for each individual conference situation. In arranging the conference, parent and teacher should reach agreement as to whether the child's inclusion in the conference would be beneficial in this particular case.

Suggested Solutions

In the foregoing discussion of problems, we have often brought in the solutions suggested by parent, teacher or combined groups or by the consultant. In the following discussion we will reiterate some of these suggested solutions and include a number of others which were brought out during the course of the parent-teacher workshop.

1. Set aside two days early in the year during which each teacher visits the parents of each child in his classroom or at home. In these home conferences the child should be present. The purpose of the conference is to arrive at a mutual understanding of what the three - parent, teacher, and child - expect of one another and what their respective standards constitute.

2. Later in the year conferences should be used to replace one or more report cards. This point has been discussed above.

3. A child should never be failed without early and specific warning to his parents, such warning should come as early in the year as possible, and further attempts should be made to schedule appropriate parent-teacher conferences at an early date.

4. In cases of personality conflicts between parent and teacher or between teacher and child either the parent or the teacher should feel free to initiate the transfer of the child to another classroom. It should be noted, of course, that such transfer requests are appropriate only in serious cases where problems for the child and/or the class are major.

5. Teachers should avoid an air of over-professionalism and recognize that many parents are quite qualified to judge the behavior of and evaluate the teachers advice concerning their child.

6. A joint meeting of administrative personnel, parents and teachers occurring early in the school year might be devoted to discussion and specification of the expectations of each group concerning the behavior of the others. Such a meeting would hopefully enhance mutual understanding and further the educational process.

7. Two solutions to the scheduling problem are said to be already in existence. In one case parents who work can request conferences with teachers 25 minutes before a scheduled PTA meeting.

The second solution to scheduling already in existence involves scheduling conferences for all parents after report cards are handed out. Such conferences are scheduled between the hours of eight and nine in the morning and between the hours of three and four in the afternoon. While this solution should certainly reduce the stigma attached to parent-teacher conferences and reduce the probability of emergency conferences being required, those suggesting the solution indicated that it probably will not reach the silent parent. It likewise, of course, does not deal significantly with the scheduling problem, since both conference periods are during regular working hours.

8. It was suggested that teachers might be given release time periodically in order to conduct conferences with parents.

9. To avert the many problems caused by children carrying messages verbally between parent and teacher it was suggested that parent and teacher periodically write messages to each other to be sent through the mails or to be sent home by the child. This method might head off certain problems even without the necessity for a parent-teacher conference.

10. Teachers pointed out that the telephone is not used nearly enough. Either parent or teacher can readily use the telephone to schedule conferences or in some cases where the problem is minor or where a face-to-face conference is not possible because of scheduling problems the conference may actually be conducted over the telephone.

Summary and Conclusions

Of the many complaints, problems, and inadequacies related by both teachers and parents in the IED workshop, three major problem areas stand out. The first, and most general, is the lack of mutual respect which obviously exists between parents and teachers. On the part of parents, this lack of respect is reflected in the often negative attitude of parents toward the educational system in general and the individual teacher in particular, what the teachers perceive as an often unreasoning criticism of their work, in the parent's defensiveness concerning their own children, and in the often negative tone of PTA meetings. Teachers demonstrate their lack of respect for parents by often making parents feel unwelcome at the parent-teacher conference, by being too impersonal, by emphasizing achievement over individual development, and by often not considering the value of the parent's suggestions concerning his own child. We are here, of course, merely reiterating the statements of parent and teacher groups made at the IED workshop. The second major problem is the lack of adequate conference time and the related problems of scheduling parent-teacher conferences. A number of suggestions, some quite good, were made concerning the possible resolution of this problem. The vital major problem is the silent parent. This

individual does potentially serious harm to his child and to himself and, of course, irritates the teacher. However, he does much more. His failure to cooperate with the teacher may create, through his child, a situation which is detrimental to the entire class of which the child is a member. Moreover, the apathy which is expressed by the silence of this man does as much to contribute to the retardation of the educational process in the United States as does the loud scream of the club wielding rebel.

It is apparent that a single workshop on the parent-teacher conference has not solved nor even led to suggested solutions for all of the problems which exist in this relationship. Indeed, we have almost certainly not even defined all of the major problem areas in the relationships between parent and teacher. Nevertheless, the workshop was a step - a significant step-- in seeking out the problems and the solutions and in enhancing the relationship between parent and teacher. In closing the conference, the heterogeneous groups of parents and teachers suggested, and the consultant strongly concurs, that further conferences of this type are needed. Future workshops might begin by completing the job of discussing the parent-teacher conference situation and continue with considerations of broader problems relevant to the parent-teacher relationship and perhaps eventually problems general to the educational process as a whole. The value of the parent-teacher workshop has been demonstrated, and we now have only to continue to utilize and improve upon this effective tool.

Overall Evaluation

While this workshop was necessarily evaluated before it was possible to develop structured evaluative instruments and therefore was evaluated quite subjectively, the present consultant felt that the workshop was, as a whole, a most effective undertaking. While some hostility was certainly displayed by both groups involved, the interaction which took place was, at least superficially, largely of a positive nature, and there was much opportunity for the working through of hostility by both parents and teachers. In addition, a number of problems both related to and extending far beyond the parent-teacher conference were isolated, brought into the open, and constructive solutions offered. The only reservation which the present consultant has concerning the activities of this particular workshop is that they have not been repeated. It is the understanding of this consultant, however, that further workshops in which parents and teachers are brought together are planned for the future. Thus, we must, for this workshop give IED a clearly positive evaluation in the area of community involvement. The continuation of such workshops would clearly be an asset to the community involvement aspects of the IED program.

Workshop on Teaching the Emotionally Disturbed

In August, 1969, IED sponsored a workshop on teaching the emotionally disturbed and socially maladjusted. This workshop was conducted by Mrs. Viola Ellis, Mrs. Jacqueline Williams, and Mrs. Wilma Wood of the Department of Supervision and Instruction, and Mrs. Irene Rich of the Educational Resources

Center. The workshop was offered by IED in direct response to a questionnaire completed by the faculties of the seven IED schools, asking them to identify their needs. The format of the workshop was planned by a committee of teachers representing the registrants.

The evaluation of this workshop was based on the response of eleven participants to the questionnaire originally developed by IED staff (Appendix D). Two items of the questionnaire provided the core of the assessment. In one, teachers were simply asked to indicate whether or not the activity was seen as being of enough value to be repeated. All 11 respondents answered "yes" to this item. The second item asked teachers to indicate ideas or techniques of practical value which they gained from the workshop. For evaluative purposes, each teacher's response was rated as to whether it indicated no value, some value, considerable value, or great value. Of the 11 respondents, one gave no response to this item, one rated as perceiving the workshop to have "some" value, and nine as perceiving "considerable" value in this particular activity.

Workshop on Team Teaching

Also in August, 1969, IED held a workshop on team teaching at Rabaut Junior High School. The purpose of this activity, conducted by Dr. Roland Goddu of the School of Education, Catholic University, was to reduce ambiguities about the team teaching concept and to provide the basis for the development of realistic procedures by which teachers might actually organize and use a team. Emphasized was the operation of group dynamics and the fact that the success of a teaching team depends in large part upon the ongoing interactions among team members.

Again, the evaluation was based on the responses of 16 participants to the two questions of the IED questionnaire. Asked whether the activity should be repeated, 15 respondents indicated that it should, one gave no response. Asked to indicate the values of this workshop, 14 respondents gave answers which were rated as indicating "considerable" perceived value, two as giving responses indicative of "great" perceived value.

Human Relations Laboratory

A further IED activity was a human relations laboratory held at Coolidge High School for the stated purpose of improving staff relationships at Coolidge. A number of group sessions, led by Mrs. Ruth Beebe of the Division of Psychological Service, Montgomery County Public Schools, and six other leaders, were held. A detailed report of the activities of this laboratory was prepared by the leaders of the laboratory.

An evaluation of the Human Relations Laboratory has been compiled by the present consultant on the basis of the IED evaluation form (Appendix B). Of the 21 respondents, 16 indicated that the laboratory should be repeated at some future date, three said it should not, and two gave no response to this question. When asked to indicate the value of the experience, seven did not respond, one said it had "no" value, one indicated "great" value, and the rest (the majority) were quite neutral.

Workshop on Beliefs and Education: Implications for Change

In November, 1969, a workshop was conducted by Dr. O. J. Harvey of the University of Colorado. Included here are an evaluation of that workshop and evaluations based on interviews with teachers and student teachers participating in the IED programs and on the observations of consultants.

The major direct evaluative effort was undertaken by Dr. Faustine C. Jones of the Department of Education, Howard University under the direction of the present consultant. In conducting the workshop evaluation, Dr. Jones became the first of a number of consultants to base major aspects of their evaluations on a series of questionnaires developed specifically for the evaluation of IED. Before detailing the analysis of the workshop evaluation, let us consider briefly the nature and content of the questionnaires employed.

Consultant Evaluation Forms

Several consultant evaluation forms have been developed for use by evaluators in connection with the IED project. Noted briefly above, they are described in some detail here. Two of these forms were employed in the evaluations to be described below. The first, Consultant Evaluation Form CO, accomplishes two purposes: (1) it introduces the consultant to the immediate evaluative situation by briefly describing the purpose of the evaluation and the general nature of the consultation evaluation forms; and (2) it provides scales standardizing an overall evaluation of the IED project as viewed by the consultant at the completion of his evaluative activities. The items relevant to overall evaluation are specific and ask directly for the consultant's evaluation of the effectiveness of IED in carrying out its principal goals. Thus, the three items ask the consultant to evaluate the effectiveness of IED in curriculum development, staff development, and community involvement, each item being based on a seven-point scale (scaling procedures are described in more detail below). To avoid any loss of information which may result from the exclusive use of formal rating scales, however, the consultant is also asked to comment as extensively as he desires concerning the effectiveness of IED in accomplishing each of its three major purposes. Form CO is appended (Appendix A), and its actual use by an evaluator will be exemplified by the evaluation conducted by Dr. Jones to be reported below.

The second evaluation form utilized in conjunction with the preparation of the present report is directed specifically at the evaluation of workshops and is considerably more detailed than is the overall form described above.

The workshop questionnaire, Consultant Evaluation Form CW, is based on the principle that has also been applied to the development of other questionnaires in connection with the IED project: that maximal evaluative information can best be obtained by providing a systematic and balanced combination of structured and open-ended response opportunities. This principle is operationalized by: (1) providing, in organized fashion, both specific items requiring specific informational content or evaluative decisions and "free-comment" sections; and (2) carefully instructing consultants in the use of the questionnaires, emphasizing the necessity to respond to both structured and unstructured items. Thus, in addition to a number of procedural instructions contained in Form CO, the evaluator is given the following instructions for the use of Form CW.

> Please complete, if possible, each of the items below. In addition, please comment freely, both elaborating upon and going beyond the items given. Do not feel that your comments should be restricted to the items or areas below. Attach additional sheets as necessary.

The instructions make it quite clear that the consultant is requested not only to answer specific questions and provide specific pieces of information, but also to elaborate discursively upon his value decisions and add whatever comments his professional expertise directs him to make.

Before describing the specific content of the workshop questionnaire, we should note briefly the nature of the item format utilized in the questionnaire, its value, and its implications for resulting data and conclusions. Of the 42 items in the questionnaire, some are descriptive, some evaluative, and some fall in a "gray" region, where they may or may not be evaluative, depending upon the viewpoint of the interpreter. The descriptive items are of varied format and will be noted at appropriate points in the description of questionnaire content. The evaluative items, however, are all written in the same general format. Each consists of a question to be answered by placing a check or X at the appropriate point on a seven-point rating scale. An example is provided by Item #6 in Form CW which is as follows:

6. How well was the presentation organized?

Very Disorganized ___ ___ ___ ___ ___ ___ ___ Very Organized

In analyzing results of an evaluation employing this item, an X placed in the first blank at the left would yield a score of 1, an X in the second blank, a score of 2, etc. Major advantages of employing the rating scale procedure in the present evaluations are that evaluations conducted by different consultants on various aspects of the project are directly comparable in terms of obtained scale scores, and direct statistical summaries of a single evaluator and statistical comparisonf of the evaluations of two or more different consultants can be made using the scaled scores as a data base. If rating scales were not used and the consultant were simply asked, for example, to describe how well the presentation was organized, it would be difficult or impossible to provide summaries and intercomparisons that were both precise and meaningful.

Despite the utility of the rating scale method employed, it does have several potential disadvantages. First, it is difficult to ascertain with any degree of certainty the optimal number of points to utilize in rating scales for a given evaluative procedure. The selection of a seven-point scale, rather than one employing, for example, five, six, eight, or nine points, or for that matter 100 points, is admittedly somewhat arbitrary. The decision to employ a seven-point scale was based on several considerations: (1) Because of the existence of a specific questionnaire technique, the semantic differential, there is perhaps a larger body of relevant literature concerning the seven-point scale than any other single scale length; (2) past research of the general type involved in the present evaluation has indicated that the seven-point scale can be used quite successfully; and (3) the present consultant's own previous experience in the evaluation of projects generally similar to the IED project indicates that the seven-point scale is the most appropriate, since it provides an adequate number of points to give reasonable response spread without confusing the respondent and thereby leading to random or arbitrary responses.

A second difficulty with the type of scaling procedure employed here involves the existence of certain response tendencies which cut across many different raters and rating situations and can partially or wholly invalidate the results of rating scale procedures. The first of these tendencies may be called a position tendency most often exemplified by what is termed the "central tendency effect." This is simply the tendency on the part of a given rater to rate most items at or near the middle of the rating scale provided, as such center-scale ratings appear to require the least amount of decision making. The position tendency may, in other raters, cause the individual to rate most items not at the center of the scale but at one extreme or the other. Fortunately, when professional evaluators are involved, the position tendencies are readily controlled through the use of two procedures. First, the evaluator is reminded of the existence, particularly, of the central tendency effect, and asked to guard against it. Secondly, reversed scales are prepared for some items, such that the rater must read each item carefully and cannot exhibit a consistent position effect. Thus, for example, Item #9 of Form CW is as follows:

9. Did the leader appear to hold the interest of participants?

Almost Entirely ___ ___ ___ ___ ___ ___ ___ Almost Not at All

It is noted that in this item the high scale value appears at the left-most extreme of the scale, a reversal of the direction exemplified by Item 6 above. Still another difficulty in the use of rating scales is the tendency on the part of some raters to be influenced by a "halo" effect. This is simply the tendency to rate many specific items largely on the basis of an overall positive or negative impression. Again, the best single solution in utilizing professional evaluators is to provide in the instructions for rating a reminder of the possible operation of the halo effect and a caution to avoid such an effect. Instructional reminders concerning both the central tendency and halo effect are contained in the general instructions to evaluators in Form CO.

A final drawback of the rating scale method is that it potentially loses information, since the evaluator can provide directly only information requested in the specific items contained in the questionnaire. The solution to this difficulty has already been noted. The evaluator is simply instructed to comment freely throughout the questionnaire, and specific comment sections are provided at appropriate points in the questionnaire.

Questionnaire Content: Form CW. The first section of Form CW provides primarily specific information concerning personnel and physical environment (type of room, seating arrangement). The only evaluative item is one requesting an overall evaluation of the physical setting on a seven-point scale from "completely adequate" to "completely inadequate". The second and third sections of the questionnaire are primarily evaluative and deal with the workshop content itself. Section 2, Principal Workshop Content, begins by asking the consultant to briefly summarize the main points made by the speaker or discussion leader. The consultant is then asked in a series of rating scale items to evaluate the workshop in terms of organization, clarity of presentation, preparation of speaker, interest level of participants, and degree of leader's apparent expertise. The evaluator is also asked to provide an overall evaluation of the leader's presentation, and a section is provided for commentary. The section concludes with informational items concerning discussion questions and arguments raised concerning the speaker's points and an evaluative item asking the consultant to judge the attitudes of the participant group toward the discussion leader. Section three, Additional Topics Raised, consists simply of informational items which permit commentary not appropriate in discussing "main points".

The next major section of the questionnaire deals with group participation and group interaction. Its items are primarily rating scale items. However, whether these items are of an evaluative or merely of an informative nature is a matter which can be decided only on the basis of the particular preferences or biases of the interpreter. Thus, for example, Item #18 is as follows:

18. Was group participation (as opposed to a lecture format) in the workshop generally encouraged or discouraged?

Strongly Discouraged ___ ___ ___ ___ ___ ___ ___ Strongly Encouraged

Is Item 18 evaluative or simply informative? If the interpreter believes that group participation is "good" or "bad" in this situation, then, clearly, it is of an evaluative nature. If no such preference is held, then the item is merely informative. Other participation items ask the evaluator to rate the formality of the atmosphere, how actively the group as a whole participated in the workshop, and what proportion of the group participated actively. A final item asks the consultant to describe, in the case of a mixed group of, for example, teachers, student teachers, administrators, and others, which subgroup tended to participate most actively. The subset of items in this section concerned with interaction among participants is likewise evaluative or nonevaluative depending upon the viewpoint of the interpreter. It asks,

in a series of items, how much interaction occurs between participants, the relevance of the interaction to discussion topics, the degree of friendliness vs. hostility of the interaction observed, and the utility of the interaction in enhancing the educational value of the workshop.

The next major section of the questionnaire deals with the educational effectiveness of the specific workshop under evaluation. The section is entirely evaluative and involves exclusively rating scales (and related comment sections). In various items it asks the evaluator to consider the effectiveness of the workshop in solving immediate problems, in furthering student teacher education, as a learning experience for the experienced teacher, in providing solutions for long-term problems, and in furthering the major goals of IED: curriculum development, community involvement, and staff development.

A final set of specific items deals with attitude and attitude change. Items in this section ask the consultant to consider whether the attitudes of teachers and student teachers were, as expressed, generally more positive or more negative with respect to the specific workshop, the Teacher Education Centers, and IED as a whole. The consultant is also asked whether a series of workshops of similar quality would be likely to produce attitude changes in a positive or negative direction.

A final section acts as an additional buffer against the possibility of restricting evaluative commentary through the use of structured items. In this last section, the consultant is asked simply to:

> Please comment as extensively as you wish concerning any and all aspects of the workshop, the Teacher Education Centers, and other topics covered or not covered above.

The O. J. Harvey Workshop

The present consultant's evaluation of the O. J. Harvey workshop is based primarily on two sources of data: first, an analysis of responses to Forms CO and CW, as completed by Dr. Faustine Jones, and, secondly, analysis of responses of workshop participants to Form PW discussed above. Subdivisions within the present section reflect this differentiation of data sources.

Consultant Evaluation

Procedure. Upon agreeing to serve as an evaluation consultant, Dr. Jones was sent an abbreviated set of previously duplicated descriptive materials concerning IED. The reason for this procedure was to familiarize the consultant, in a general way, with the project to be evaluated, so that valuable evaluation time at the project site would not be unneccessarily spent in simple familiarization procedures. The actual evaluation was conducted on the second day of the Harvey workshop. Dr. Jones arrived in the early morning, was introduced to project personnel and given instructions by the present consultant, and received copies of Consultant Evaluation Forms CO and CW, which appear in the appendix of the present report and are discussed above.

During most of the day, Dr. Jones observed the on-going workshop, leaving this activity only to conduct several interviews with teachers and student teachers. On the basis of her day of observation and interviews, Dr. Jones then completed consultant Forms CO and CW.

Analysis of Results. The present consultant has prepared overall and subset analyses of the workshop evaluation and of the overall project evaluation based on the evaluator's responses to rating scale items. We will consider here the results of the statistical summaries of the questionnaire data, primarily in terms of overall and subset mean scale scores, incorporating the evaluator's comments at appropriate points in the analysis of results.

For purposes of analysis, it was considered that 30 of the 42 questionnaire items were of an evaluative nature. These items were analyzed to yield an overall evaluation across all 30 items and were also subdivided into a total of six subcategories according to the content of the questionnaire. The categories were: Physical setting, principal workshop content, group participation, group interaction, educational effectiveness, and attitude and attitude change. Statistical summaries were prepared by determining for each of the six subcategories a mean scale score over all items in that category and, for the overall evaluation, the mean scale score over all 30 evaluative items. These results are summarized in Table 1.

TABLE 1

MEAN RATING SCALE SCORES FOR CONSULTANT EVALUATION FORM CW

Category	# of Items	Mean Rating*
Physical Setting	1	6.00
Principal workshop content	7	6.71
Group participation	3	4.67
Group interaction	4	5.00
Educational effectiveness	7	4.43
Attitude & Attitude Change	8	6.00
Overall	30	5.53

* All means are based on evaluator's responses on seven-point rating scales. The highest possible score is 7.00, the lowest 1.00 (not 0.00).

The category Physical Setting had, it will be recalled, only a single evaluative item, which the consultant rated 6.00, indicating a generally adequate physical setting for the conduct of the workshop.

Workshop content items referred primarily to the quality of the speaker and his materials. The evaluator gave the seven items in this category a mean score of 6.71, indicating a superlative workshop presentation. She commented in connection with these items that Dr. Harvey was well prepared and responded ably to questions, although he spoke somewhat rapidly.

Group participation and group interaction may be considered together. The mean score for group participation items was a lower 4.67. Broken down more finely, the consultant's ratings indicated that while participation was strongly encouraged (6.00), the group as a whole was only somewhat active in participating (4.00) and only about half of the total group participated at all (4.00). Additional ratings and commentary on this topic reveal that the atmosphere of the workshop was somewhat, but not extremely, informal (3.00). In addition, there was much more participation during the afternoon session than during the morning, partially as a function of the way in which the workshop was structured. It was also indicated that the primary participants were teachers, rather than any other group. This, of course, was because the workshop was constituted so heavily of teachers; in fact, 64 of the total participants were teachers, while only 6 were student teachers, 2 were administrative personnel, 3 IED staff, and 3 parents. It should also be recalled that Dr. Jones was evaluating only the second day of the workshop. It was reported that many more student teachers were in attendance during the first day of the workshop.

Interaction among participants received a slightly (but not significantly) higher mean rating (5.00) than did participation. The actual amount of interaction among participants and the degree to which the consultant believed this interaction to be of significant educational value were mid-scale (4.00). However, the interaction that did take place was considered to be highly relevant and quite friendly (6.00). The evaluator also commented concerning the specific content of much of the interaction that took place. The speaker had earlier differentiated four distinct types of belief systems into which he believed teachers could be subdivided. The evaluator indicated that some of the on-going interaction occurred as participants tried to type themselves in terms of the indicated categories and turned to others for confirmation. This observation gains additional value from the fact that it indicates comprehension of the speaker's presentation.

The earlier caution concerning the imposition of a value dimension on items concerning group participation and interaction bears repetition here. There is, of course, nothing wrong in believing that participation and interaction in the workshop situation are desirable and therefore should be positively valued so long as we recognize that this valuation is an indication of a particular set of preferences and it is valid only to the extent that it receives consensual support.

In many ways, the most important section of the Form CW questionnaire is the section on the educational effectiveness of the workshop experience. For this particular workshop, the items constituting the educational effectiveness section showed a mean rating of 4.43. The mean is also quite representative of the evaluator's modal responses in this section. That is, most items were rated at or near the middle of the scale. Included among the mid-scale items were those which asked the effectiveness of the workshop in solving immediate problems, in furthering the education of student teachers, in educating experienced teachers, in providing long term solutions, and in furthering the goal of curriculum development. In each of these cases, the evaluator felt that the workshop was neither extremely effective nor extremely ineffective.

Two items were exceptions to the mid-scale rule in this section. In these items the evaluator indicated that the workshop was quite effective in furthering the goal of staff development (6.00) but relatively ineffective in furthering the goal of community involvement (2.00). In commenting on the community involvement goal, the evaluator agreed that holding the sessions at Trinity Episcopal Church met the objective of utilizing existing neighborhood facilities. She noted, however, that only three parents were in attendance and that even if more parents had attended the topic of the discussion was not in any way aimed at the community. The present consultant, from the experience of more general observations, would agree with Dr. Jones' comments on this point. Two points, must, however, be noted. First, on the one hand, the workshops are not intended to be the primary vehicle through which IED attempts to involve the community meaningfully in the school situation. On the other hand, IED has apparently done relatively little since the earlier evaluation report to improve or further relationships with the community. There is thus much room for improvement in this particular area of endeavor.

The evaluator's mean rating for attitudes and attitude change was high (6.00). This rating reflects the consultant's observation that the attitudes of teachers and student teachers are generally positive toward the Harvey workshops, the Teacher Education Centers, and IED as a whole. She felt that the student teachers were slightly less positive, in general, than the teachers. However, it should be noted that only six student teachers were present on the day of the evaluation. In commenting on the attitudinal items, the evaluator noted that in-service teachers with whom she had talked were quite enthusiastic about the benefits to them of the IED program. They felt that the presence of the student teachers in the room increased the probability that individual pupils would receive attention and increase the effectiveness of the teacher. In addition, they noted that under the IED program the student teachers have stimulated them to "get out of a rut."

Final comment should be made on the consultant's overall evaluation of the workshop and of IED. The overall evaluation of the workshop can best be determined by obtaining the mean rating over all evaluative items. When this is done for the total of 30 items noted above, the mean rating is 5.53. If the seven items involved in the group participation and group interaction categories are dropped out (since they are not necessarily evaluative), leaving a total of 23 items, the mean score is 5.74. With or without the participation and interaction items, the overall evaluation of the O. J. Harvey workshop falls clearly in the positive range.

The overall evaluation of IED in terms of its implementation of goals is carried out, it will be recalled, using Form CO. The evaluator indicated that in her opinion IED was most effective in the area of staff development (6.00), somewhat less effective in community involvement (4.00), and least effective in curriculum development (3.00). In commenting on the overall evaluation, the consultant noted that in-service teachers felt that their skills have been definitely improved by the IED program and that positive behavioral and attitudinal changes have occurred. She indicated that possibly curriculum development could be the major effort for the next year. Finally, she noted that the

Advisory Board is a functioning unit which appears to represent the community in the planning of the schools. She noted, however, that often only a few parents are involved this way and that the more appropriate goal would be to involve large numbers of parents if at all possible, the use of practical substitutes being one innovation in this area. The present consultant would generally agree with Dr. Jones on these points and would note, in addition, that the Advisory Board has apparently been an unusually effective unit in furthering the IED program. However, the board alone cannot be expected to serve as an effective vehicle in involving the community and more effort in this direction may be indicated.

Participant Evaluation

Teacher and student teacher participants in both days of the Harvey workshop were asked to complete a brief questionnaire evaluating the workshop. This questionnaire was developed earlier especially for IED evaluations and was included in the Appendix of an earlier report. Briefly, it asks the participant to respond to three items, each rated on a six-point rating scale. The three items are:

1. How productive has this been to you personally?

2. How clear were you about what you were supposed to be doing and why you were doing it during this session?

3. It is my feeling that other persons in my area of work would benefit little-benefit greatly by this.

Analyses of questionnaire results were again undertaken in terms of mean rating scale responses. These are summarized in Table 2.

TABLE 2

MEAN RATINGS FOR PARTICIPANT EVALUATION

Item*	Day 1	Day 2	Overall
#1	4.86	4.21	4.49
#2	4.86	4.43	4.61
#3	4.90	4.50	4.67

* For item content, refer to text.

Recalling that we are dealing here with a six-point rather than a seven-point scale, it is apparent from Table 2 that ratings, in general, are somewhat positive. Asked how productive it was for them, participants, on the average, indicated that it was somewhat productive (4.49 across the two day period). Participants in the first day of the workshop were somewhat more positive than those in the second day (4.86 vs. 4.21) but the difference was not significant. The second question concerning the clarity of the workshop was answered on the average somewhat more positively (4.61). Again, day 1

participants were somewhat more positive than day 2 (4.86 vs. 4.43), but again differences were not significant. The final question concerning the potential value of the workshop to others gives a still more (though not significantly more) positive rating of 4.67 across the two day period. Again, the first received a somewhat higher rating (4.90) than did the second day (4.50).

It has been the experience of the present consultant that we cannot ordinarily expect extremely enthusiastic responses from professional people to relevant professional activities. The professionals appear to simply take the activity in stride, each gaining from it whatever value he can, but few or none finding any particular activity to be of significantly greater value than other similar professional activities in which he has participated previously. It might best be expected that even a workshop judged for other purposes to be an extremely valuable experience would not be given a rating of 6.00 or close to it by the professionals participating in the activity. A range of overall mean ratings from 4.49 to 4.67 thus takes on possible additional significance. It is, indeed, a clearly positive rating.

Interview Results

In addition to a formal evaluation of the workshop, Dr. Jones conducted a number of semi-structured interviews. Specifically, she conducted three fairly extensive interviews with teachers, two with sixth grade teachers, one with a second grade teacher, interviewed one student teacher, talked briefly with two secondary level teachers, and met briefly with one parent. In conducting the more formal interviews, the evaluator asked six questions:

1. What is your general opinion of IED's effectiveness?

2. What has been done in the way of staff development for in-service teachers? For pre-service teachers?

3. What, specifically, has occurred in the way of curriculum development?

4. What is planned in the area of curriculum development?

5. To what degree is the community involved? In what specific ways?

6. If you could change the programs of IED, in what manner would you change it?

The three teachers interviewed most extensively were from Whittier School. They indicated that about 80% of the Whittier faculty participate in IED and conveyed to Dr. Jones the impression that the faculty is generally quite enthusiastic about the IED program. They commented, according to Dr. Jones, that the workshops and seminars are generally useful and informative and indicated a definite preference for the IED format over the "old fashioned" practice teaching plan. In addition to the workshops and seminars, they noted,

the presence of the student teacher in the classroom provides for a greater degree of individualized instruction for students. They were generally positive and enthusiastic about the student teachers in the IED program.

The teachers indicated that considerably less has been done in the area of curriculum development. They did, however, mention the individualization of instruction and the possibility, with the presence of a student teacher, of more effectively implementing the prescribed curriculum. In addition, they commented concerning specific innovations which they have undertaken or plan to undertake in their classrooms and new units which have been introduced into the curriculum in their school.

Asked about community involvement, the teachers pointed out to Dr. Jones the earlier Parent-Teacher Workshop as one effective tool in enhancing understanding between the two groups. They noted also that parents have become involved by substituting in the classrooms while teachers attend workshops.

Asked how they would change IED, the teachers made several suggestions: (1) The University of Maryland might offer two courses in a given building when one of those courses is a repeat of a course taught in an earlier semester; (2) student teachers should learn in advance of their placement about the necessity for detailed planning in the classroom; and (3) student teachers should be permitted and encouraged to participate in activities throughout the school.

Two secondary level teachers at Paul, with whom Dr. Jones talked briefly, were generally pleased with the IED program and seemed particularly impressed with the fact that student teachers are, through IED, exposed to a variety of teaching styles and personalities.

Finally, the evaluator interviewed one student teacher at Whittier. This individual was described as enthusiastic about the project, feeling that she had learned a great deal from her experience as an IED student teacher. On the negative side, however, this interviewee noted that she was assigned simultaneously to two schools, which she felt, worked an unnecessary hardship on her and commented on other points such as the amount of detail required in plans. Later assessments of a large number of student teachers have indicated that this student was atypically negative. Most were quite positive about IED programs.

Conclusions

It is apparent that from the viewpoints of both the consultant and participants the O. J. Harvey workshop was a successful and useful endeavor, although room for some improvement in the perceived positive value of workshops is present in the ratings of both evaluator and participants. It is equally apparent from the viewpoints of both the evaluator and the present consultant that Institute efforts in the area of staff development have been quite impressive. Participants interviewed by the evaluator also indicated a positive evaluation of the professional enhancement which has been brought about by IED.

Workshop on Simulation Games

We are concerned here with the sorkshop entitled "Simulation Games: Developing Skill in Decision Making" sponsored by the Institute for Educational Development and held in April, 1970. The overall evaluation was conducted through both structured questionnaires and interviews. It consists of two primary aspects, evaluation by participants in the workshop itself and evaluation by two independent consultants. The participant and consultant aspects of the evaluation are reported separately below and integrated in the conclusions reached later in the report.

Participant Evaluation

Specific and overall evaluations of the workshop by teachers, student teachers, and others participating directly in the workshop were undertaken through the utilization of the semi-structured questionnaire developed by the present consultant specifically for the evaluation of IED workshops (Form PW). The questionnaire utilizes, of course, the series of seven-point rating scales on which the participant can rate each of a variety of aspects of the workshop and related topics. The use of the seven-point scale provides comparability of data across participants and permits statistical treatments of the data. In addition to the rating scale, each question provides a space for comments to be made by the participant, and space is provided at the end of the questionnaire for the participant to provide any evaluative statements or comments that he feels have not been covered by the items of the questionnaire itself. In general, the questionnaire provides items evaluating the workshop itself in terms of presentation and in terms of effectiveness as an educational tool. Indications of the "atmosphere" of the workshop, level of participation, and interaction among participants are also included.

For purposes of evaluation, the responding participants were subdivided into four major groups, 13 IED Cooperating Teachers (those actually supervising student teachers in the IED project), 11 non-IED teachers who had nevertheless attended the workshop, 6 student teachers and student observers, and 5 "miscellaneous" individuals. The latter category included two highschool students, one counselor, one administrator, and one AST participant, apparently from outside the D.C. school system. Initial statistical manipulations involved the calculation of item-by-item rating means for each of these four subgroups. The results of these calculations are reported in Table 3, and various specific items are referred to below.

Overall Workshop Evaluation

Within the context of the participant evaluation questionnaire, the workshop can be evaluated in terms of its quality of presentation and in terms of its effectiveness in solving immediate problems, furthering the education of student teachers, providing a learning experience for experienced teachers, providing a learning experience for the participating individual, and providing solutions for long-term problems, as well as in terms of its overall perceived quality. Table 4 provides a statistical summary of the item-by-item ratings of the various participating groups as they relate to the direct evaluation of the workshop itself.

TABLE 3

PARTICIPANT EVALUATION - GROUP ITEM MEANS

Item	IED Cooperating Teachers	Non-IED Teachers	Student Teachers & Observers	Miscellaneous
1	4.08	4.00	2.30	2.80
2	4.58	4.80	5.00	4.20
3	4.46	5.14	5.17	4.00
4	5.92	6.70	5.33	6.40
5	4.62	4.90	4.67	5.20
6	5.54	4.90	4.00	5.60
7	4.31	2.90	4.83	4.00
8	3.62	2.70	4.00	4.50
9	4.62	2.89	4.67	4.75
10	4.31	3.70	4.50	4.00
11	4.85	3.30	4.33	2.80
12	4.31	3.10	4.33	2.20
13	4.08	3.30	4.00	4.25
14	3.92	2.60	--	--
15	4.92	3.50	--	--
16	5.46	3.83	7.00	--

TABLE 4

WORKSHOP EVALUATION ITEMS AND MEANS

Item	IED Teachers	Non-IED Teachers	Student Teachers & Observers	Miscellaneous
1	4.08	4.00	2.30	2.80
2	4.58	4.80	5.00	4.20
3	4.46	5.14	5.17	4.00
8	3.62	2.70	4.00	4.50
9	4.62	2.89	4.67	4.75
10	4.31	3.70	4.50	4.00
11	4.85	3.30	4.33	2.80
12	4.31	3.10	4.33	2.20
13	4.08	3.30	4.00	4.25
Weighted Means	4.24	3.57	4.47	3.81

In the evaluation of the workshop presentation (see Tables 4 and 5), ratings indicated that for IED teachers and for non-IED teachers the workshop was presented with reasonable clarity (4.08 and 4.00, respectively), while for student teachers and the miscellaneous group the presentation was less clear (2.30 and 2.80, respectively). The workshop presentation was quite successful in holding the interest of participants, with ratings for the four groups ranging from a low of 4.20 for the miscellaneous group to a rating of 5.00 for the student group. The overall evaluation of the presentation was likewise reasonably positive, ratings ranging from 4.0 for the miscellaneous group to 5.17 for the student group. IED teachers and non-IED teachers rated the presentation 4.46 and 5.14 respectively.

The remaining items evaluating the workshop directly concerned its effectiveness as a problem-solving and educational tool. On the whole, participants were not particularly positive about the usefulness of this workshop in solving immediate problems, ratings (Item 8) ranging from 2.70 for non-IED teachers to 4.50 for the miscellaneous group. These relatively low ratings are not particularly surprising, since the content of this particular workshop was presumably not intended to solve immediate problems. In fact, it was aimed more specifically at the long-term goals of curriculum and staff development. The remaining items concerning effectiveness were thus of greater relevance to the evaluation of workshop effectiveness. In these items (9-13), perceived effectiveness was clearly a function of group membership. Thus, non-IED teachers saw relatively little value in the workshop as a tool furthering the education of student teachers (a rating of 2.89). However, the remaining three groups provided ratings of 4.62, 4.67, and 4.75, indicating that they did see value in the workshop in this regard.

Considered as a learning experience for experienced teachers, the breakdown of ratings was similar. Non-IED teachers provided a somewhat higher rating of 3.70 and the miscellaneous group a somewhat lower rating of 4.00. However, both of the more involved groups, the Cooperating Teachers and the student teachers, gave relatively high ratings of 4.31 and 4.50, respectively. These same groups provided the highest average ratings on Item 11, which asked how effective the workshop was for the individual as a learning experience. Thus, the IED teachers gave a rating of 4.85, the student teachers a rating of 4.33, the non-IED teachers a rating of 3.30, and the miscellaneous group a rating of 2.80. Finally, the relatively high ratings of the involved groups were seen again in ratings of the workshop as a provider of solutions for long-term problems (Item 12), Cooperating Teachers and student teachers rating 4.31 and 4.33 respectively, non-IED teachers and the miscellaneous group rating 3.10 and 2.20, respectively.

To gain maximal value from the data provided, it is useful to obtain indications of the overall perceived effectiveness of the workshop. This may be accomplished in either or both of two ways: 1) participants may be asked in a single item to provide an overall evaluation; or 2) a statistical summary averaging across items may be used as an indicator. The former approach requires a relatively complex and quite subjective integration of "feelings" by each individual participant, while the statistical averaging procedure

TABLE 5

PARTICIPANT EVALUATION: SUMMARY CATEGORIES

	Overall Workshops	Utilization
IED Cooperating Teachers	4.24	4.76
Non-IED Teachers	3.57	3.18
Student Teachers & Observers	4.47	--
Miscellaneous	3.81	--
Overall	4.03	4.22

TABLE 6

UTILIZATION OF WORKSHOP TRAINING

Item	IED Teachers	Non-IED Teachers
14	3.92	2.60
15	4.92	3.50
16	5.46	3.83
Weighted Means	4.76	3.18

provides a relatively objective summary which is necessarily limited to the content of the specific items entered into the summary. Since each procedure has both values and limitations, both were employed in the present study. When participants were asked to respond directly to the question of overall evaluation (Item 13), it was found that once again non-IED teachers saw the least overall value in the workshop, providing an average rating of 3.30. All other groups provided ratings of 4.00 or higher (4.08 for IED teachers, 4.00 for student teachers, and 4.25 for the miscellaneous group). The statistical summary approach involves the determination of mean ratings for each of the four groups across all workshop evaluation items (Table 5). This statistical treatment yielded, on the whole, somewhat higher ratings than the single-item overall evaluation. Cooperating teachers and student teachers averaged 4.24 and 4.47, respectively, while non-IED teachers and the miscellaneous group averaged 3.57 and 3.81 respectively. Confirming expectations, the groups directly involved in IED provide a generally more positive evaluation of the workshop than do those groups not involved.

In summary, the evaluation of the Simulation Games workshop by those who participated in that activity is reasonably, but not extremely, positive. This is more particularly true when the zero-base concept is kept in mind. In addition, it becomes apparent, in confirmation of expectations, that individuals directly involved in and affected by the IED program are somewhat more positive about specific activities than are those individuals not involved. In addition, the workshop was seen as having a greater personal educational value for those involved in the IED program than for those not involved, as being slightly more effective as a learning experience for student teachers than for experienced teachers, and as being more useful in the solution of long-term problems than in the solution of immediate problems. Finally, it is apparent that while the presentation was somewhat lacking in clarity for some groups, it was well organized and quite effectively held the interest of most participants.

Utilization of Workshop Information

We have thus far been concerned with the perceived value and effectiveness of the workshop on Simulation Games as seen by professionals participating in that workshop. While the determination of these perceptions is essential, it is also important to note the extent to which the information gained from the workshop will be directly utilized in teaching situations. This information was solicited by asking participants to indicate the extent to which: 1) they expect to utilize information gained from this workshop; and 2) they have used information gained from previous workshops. Only two groups, the IED teachers and the non-IED teachers responded to these items, (Table 6, p. 35). Responses indicated that some IED teachers will definitely make use of the information gained from the current workshop (a mean scale score of 3.92), while non-IED teachers will utilize the information to a lesser extent (2.60). While these scale values may initially appear low, it must be recalled that we are dealing in this item not with a statement of evaluation but with a direct indication of intention to utilize materials in the classroom. Since

no single workshop can be expected to provide information directly usable by each and every teacher, the reported intentions by teachers, particularly IED cooperating teachers, to make use of the information indicate that the workshop had a considerable impact on the teacher group. If the information from each workshop is utilized to the extent indicated by these figures, IED should in a very short time period have a considerable impact on the educational community and system in the areas of staff and curriculum development.

It may be argued, of course, that we have obtained in item 14 only an indication of intention to utilize materials and that, for some individuals, the stated intentions will never in fact be realized. It is thus necessary to determine the extent to which, in fact, ideas generated by IED workshops have actually been operationalized in the classroom (or other relevant settings). The Simulation Games workshop, cannot, of course, be evaluated in this way until a later date. However, item 15 of the participant questionnaire asked the teachers to indicate the extent to which they have used information gained from previous IED workshops. The data gained from this item are highly supportive of the workshop concept. Cooperating IED teachers indicated that they have made considerable use of materials gained from previous workshops (a mean scale score of 4.92), while non-IED teachers indicated a somewhat lower, but nevertheless substantial, level of utilization (3.50). These figures indicate that IED workshops, as a whole-particularly considering that not all participants in previous workshops were present to respond to this questionnaire-have had a sizeable impact on the educational community.

"Atmosphere," Participation and Interaction

In a workshop which has a reasonably informal setting or "atmosphere," a somewhat indirect indication of the level of interest and importance generated by the workshop may be obtained by noting the extent to which those present at the workshop participate actively and the extent to which they interact with each other on topics relevant to the workshop. An indication of the perceived formality of the workshop was obtained by noting responses of participants to a single item (Item 4). All four groups felt that the workshop was somewhat, but not extremely, formal, mean group ratings ranging from 5.33 to 5.92. When each individual was asked to indicate the extent to which he personally participated, most respondents indicated at least some participation, and overall ratings were reasonably high, ranging from 4.62 to 5.20 (higher ratings indicating more active participation). On a scale ranging from "almost no interaction" to "almost constant interaction," respondents indicated that there was considerable interaction among participants in individual and small group conversations. Mean ratings were 5.54, 4.90, 4.00, and 5.60 for IED teachers, non-IED teachers, student teachers and observers, and the miscellaneous group, respectively. Importantly, these interactions were, in substantial part, directly relevant to the content of the workshop. Higher scores indicating greater relevance, IED teachers, student teachers, and the miscellaneous group gave mean ratings of 4.31, 4.83, and 4.0, respectively. The exception was the group of non-IED teachers, who indicated, with a score of 2.90, that their interactions were considerably less relevant to the workshop topic. In general, then, with the partial exception of the non-IED teacher

group the levels of participation and relevant interaction indicate considerable interest in and perceived importance of the IED workshop. In this way, the participation and interaction data are supportive of the direct evaluation and utilization data reported above.

Evaluation of Teacher Education Centers

Admittedly, it is difficult to assess with a single question the perceived value of so complex and diverse a function as the IED Teacher Education Centers. However, in designing the workshop questionnaire it was considered essential to place primary emphasis on the evaluation of the individual workshop, while making the questionnaire as concise as possible. It was as a result of these considerations, coupled with the fact that a detailed separate evaluation of the Teacher Education Centers (TECs) currently is underway, that only a single item (Item 16) directly requesting an evaluation of the TECs was included. The primary responding group was the group of IED teachers, who gave the TECs a mean rating of 5.46, indicating that the Centers have been of considerable value to them. Only two student teachers responded to this item and both gave it a rating of 7.0, indicating that the TECs have been of maximal value to them. Of considerable interest is the fact that even the non-IED teachers gave a rating of 3.83, indicating that even though they are not directly involved with student teachers, the Centers have been of some value to them. If these initial indications are supported by more detailed data, it seems apparent that the TECs as presently constituted are of considerable positive value to the educational community.

Consultant Evaluation

In addition to the evaluation of the "Simulation Games" workshop by participants, workshop sessions were independently evaluated by two professional educators, Dr. Sandra Smith of Howard University and Dr. Dorothy Moore of George Washington University. After observing the workshop sessions, these consultants provided their evaluations by completing Consultant Evaluation Form CW (Appendix A), developed by the present consultant for IED evaluation. The content of this questionnaire has been discussed in some detail in earlier reports and need not be detailed here. It should be noted, however, that, as with the participant questionnaire, most of the evaluation items are answered by responding on a seven-point scale, while numerous opportunities for open-ended response are also provided. In the statistical summaries which follow, both the individual item and category ratings of each consultant and the average of the two consultants are, at various points, provided. It should, however, be noted that differences in ratings, while partially attributable to individual differences in evaluation schema, are also due to the fact that the consultants necessarily observed different sessions of the workshop. The means are thus useful to the extent that the sessions should have been quite similar in focus and overall content while, at the same time, it was not appropriate to calculate interrater reliability coefficients on ratings which were not done simultaneously.

Table 7 provides an item-by-item analysis of the consultant evaluation, indicating the individual response of each consultant and the mean of the two consultants. It should be noted that not all of the 42 items of the questionnaire are listed, since some items did not involve a seven-point rating scale. Individual items may be interpreted by reference to the questionnaire itself in Appendix A or by reference to the following discussion in the text.

For purposes of analysis and discussion, the consultant evaluation has been subdivided into five major categories: 1) quality of workshop preparation and presentation; 2) effectiveness of workshop; 3) levels of participation; 4) interaction of participants; and 5) attitudes and attitude change.

Workshop Quality

Quality of organization and presentation encompasses primarily items 6-11 of the Consultant Evaluation Questionnaire (Table 8). On the whole, consultants 1 and 2 were highly consistent, having mean ratings across the six items of 5.00 and 4.83 respectively. The mean overall rating for the two consultants was 4.92, indicating a quite positive evaluation of workshop quality. Actually, since there was little in the way of formal presentation, consultants judged workshop preparation primarily on the basis of quality and organization of materials. Organization of materials and preparation of the principal speaker received high ratings, the latter a rating of 7.0 from both consultants. The degree of the leader's expertise (Item 10) was judged by both consultants to have a rating of 6.0, indicating a high level of expertise. The overall evaluation of the workshop presentation (Item 11) was judged good to superior (ratings of 5.0 and 7.0).

In commenting discursively on the quality of the workshop, both consultants indicated that it was a "very worthwhile" activity which was interesting and challenging to the participants and seen by them as being of value. One consultant commented that the teachers seemed interested in the implementation of the workshop activity in their own disciplines and asked questions relevant to this point. In suggesting improvements for future presentations of this particular workshop, one consultant commented that while the materials were well organized and the workshop leader fairly well prepared, there was need for a clearer explanation of the materials, some provision for discussion and an evaluation of activities during the workshop. This observation is supported by the foregoing participant data, which indicated that two of the groups of participants (student teachers and observers and the miscellaneous group) perceived some lack of clarity in the presentation. It is emphasized that the suggestion of increased clarity is quite specific to the <u>presentation</u> of materials, since preparation and organization were rated high by both participant and consultant groups.

TABLE 7

CONSULTANT EVALUATION: ITEM MEANS

Item	Consultant 1	Consultant 2	Mean	Item	Consultant 1	Consultant 2	Mean
1				22	1.0	1.0	1.0
2				23	5.0	7.0	6.0
3				24	5.0	7.0	6.0
4	5.0	7.0	6.0	25	5.0	6.0	5.5
5				26	5.0	7.0	6.0
6	4.0	7.0	5.5	27	3.0	6.0	4.5
7	4.0	2.0	3.0	28	4.0	6.0	5.0
8	7.0	7.0	7.0	29	4.0	7.0	5.5
9	4.0	--	4.0	30	6.0	6.0	6.0
10	6.0	6.0	6.0	31	6.0	7.0	6.5
11	5.0	7.0	6.0	32	6.0	5.0	5.5
12				33	5.0	6.0	5.5
13				34	4.0		4.0
14				35	4.0	7.0	5.5
15	4.0		4.0	36	4.0	7.0	5.5
16				37		6.0	6.0
17				38		6.0	6.0
18	6.0	7.0	6.5	39		6.0	6.0
19	5.0	7.0	6.0	40	4.0	7.0	5.5
20	5.0	7.0	6.0	41	4.0	7.0	5.5
21	5.0	7.0	6.0	42			

TABLE 8

CONSULTANT EVALUATION: WORKSHOP PRESENTATION

Item	Consultant 1	Consultant 2	Mean
6	4.0	7.0	5.5
7	4.0	2.0	3.0
8	7.0	7.0	7.0
9	4.0	--	4.0
10	6.0	6.0	6.0
11	5.0	7.0	6.0
Overall Mean			4.92

TABLE 9

CONSULTANT EVALUATION: WORKSHOP EFFECTIVENESS

Item	Consultant 1	Consultant 2	Mean
27	3.0	6.0	4.50
28	4.0	6.0	5.00
29	4.0	7.0	5.50
30	6.0	7.0	6.50
31	6.0	6.0	6.00
32	6.0	5.0	5.50
33	5.0	6.0	5.50
Overall Mean			5.50

Workshop Effectiveness

From the viewpoint of outside evaluators, how effective was the Simulation Games workshop as an educational tool? This question was asked in the form of a number of subcategory questions (Items 27-33). A summary of ratings on these items and the overall mean effectiveness score for the two consultants appear in Table 9. The overall rated effectiveness of the workshop (mean for two consultants) was 5.50, indicating that the consultants perceived the workshop as having substantial value as an educational tool. In specific items dealing with the effectiveness of the workshop in solving immediate problems (Item 27), in furthering the education of student teachers (28), and as a learning experience for experienced teachers (29), the two consultants differed somewhat in their opinions. Consultant 1 rated the three items 3.0, 4.0, and 4.0, respectively, while the second consultant rated the same three items 6.0, 6.0, and 7.0. The discrepancies, may, of course, be attributed in part to individual differences in frames of references and to differences in the sessions observed. An additional specific possible reason for these differences appears in the comments of consultant 1, who related her observation of questions raised by participating teachers as to the immediate applicability of simulation games to their classroom work. She points out that given further experiences with simulation games (or perhaps more time to ponder the possible direct applications) participants might well resolve these questions. If this, then, led to the further understanding and perhaps utilization of simulation games, the effectiveness scores in the concerned areas would be operationally increased.

Remaining items concerned with effectiveness deal with the relationship of the workshop to long-term problems and to the three major IED priorities, curriculum development, community involvement, and staff development. For the four items dealing with these areas alone, the mean rating for the two consultants increases to 5.87. More specifically, the effectiveness of the workshop in providing solutions for long-term problems is rated 6.0 by one consultant, 7.0 by the other. It is apparent that in the consistent opinions of the two consultants, the Simulation Games workshop was an effective educational tool both for the solution of long-term problems and in furthering the major priorities of IED.

Level of Participation

Items 18, 20 and 21 (Table 10) yielded information concerning the amount of group participation in the workshop as viewed by the consultants. Again, participation was seen as an indication of the level of interest and involvement of the participants. In responding to specific questionnaire items, both consultants agreed that group participation, because of the nature of the workshop, was strongly encouraged (scale scores of 6.0 and 7.0), that the group as a whole participated quite actively (scores of 5.0 and 7.0), and that a high proportion of the total group participated actively (5.0 and 7.0). The overall mean scale score for both consultants across the three participation items was 6.17, indicating a high level of participation and involvement in the task. In discussing group participation, one consultant commented that the atmosphere of the workshop was excellent and that participants were

TABLE 10

CONSULTANT EVALUATION: PARTICIPATION LEVEL

Item	Consultant 1	Consultant 2	Mean
18	6.0	7.0	6.5
20	5.0	7.0	6.0
21	5.0	7.0	6.0
Overall Mean			6.17

TABLE 11

CONSULTANT EVALUATION: INTERACTION

Item	Consultant 1	Consultant 2	Mean
23	5.0	7.0	6.0
24	5.0	7.0	6.0
25	5.0	6.0	5.5
26	5.0	7.0	6.0
Overall Mean			5.88

involved "Very actively. Most of them seemed very interested." The other consultant commented that "The group was very good. The participants were very much involved in determining the proper decisions and made it a very realistic experience. They projected themselves into the roles that they were playing and made an effort to make decisions that they thought should be made in this role."

Interaction Among Participants

Table 11 provides a breakdown in calculation of mean scale scores for items requesting consultants to comment on the degree and type of group interactions taking place. The fairly small degrees of difference between the two consultants reflected largely the difference in sessions (and particularly in group sizes) observed. The overall level of interaction for the two sessions was rated 5.88 (the mean score for the two consultants). Scores for individual items indicated that there was from considerable (5.0) to maximal (7.0) interaction as an ongoing part of the workshop. In addition, the interaction was largely relevant to the workshop topic (5.0 and 7.0) and of a friendly, rather than hostile, type (5.0 and 7.0, where higher scores indicate more friendly interaction). Both consultants commented on the types of interaction which took place during their particular sessions of the workshop. In one session it was noted that there were three primary types of interaction: 1) explaining the game; 2) playing the game; and 3) relating personal experiences. Interactions in the other session observed were focused on: 1) the possible solution of a problem; 2) disagreement with the position taken by other participants; 3) discussion of what a role meant to the group and what the persons decision would mean to the other participants. A final item on interaction asked the consultants to indicate the role of interaction in enhancing the educational value of the workshop. They responded with the indication that it was moderately (5.0) to extremely (7.0) helpful.

Attitude and Attitude Change

One of the major potential values of a project such as IED is that it may be able, over a period of time, to produce beneficial changes in the attitudes of a variety of individuals associated with the school system. To assess the possibility that the present workshop has contributed to potential attitude change, consultants were asked to rate prevailing attitudes and potential attitude changes on a series of scales running from very positive (7.0) to very negative (1.0). Three mean scale scores were obtained to indicate the attitudes of teachers, student teachers and observers, and the overall attitudes of the two groups (Table 12). In rating the attitudes of teachers, both consultants gave positive ratings, in the mean overall rating for the teacher attitude items was a positive 5.20. However, there were quite substantial differences between the two consultants, probably reflecting both session differences and the difficulty of evaluating complex attitudes on a relatively short term basis. The breakdown of teacher-attitude items, then, indicates that teachers felt positive, but not extremely positive toward the workshop iteself (Item 34), positive to very positive (ratings of 4.0 and 7.0) toward the Teacher Education Centers and positive to very positive toward IED as a whole (4.0 and 7.0).

TABLE 12

CONSULTANT EVALUATION: ATTITUDES AND ATTITUDE CHANGE

Item	Consultant 1	Consultant 2	Mean
Teacher Attitudes			
34	4.0	---	4.0
35	4.0	7.0	5.5
36	4.0	7.0	5.5
Overall Mean			5.20
Student Attitudes			
37	---	6.0	6.0
38	---	6.0	6.0
39	---	6.0	6.0
Overall Mean			6.00

The attitudes of student teachers and observers, rated by only one of the consultants, were seen as highly positive toward the workshop, the TECs and IED as a whole. All three of these ratings were 6.0, yielding, of course, a composite mean of 6.0.

Two final attitude indicators were the items evaluating attitude change (Items 40 and 41) and the overall mean attitude scale score (Table 13). The two consultants disagreed somewhat as to the degree of positivity of attitude change likely to be induced by the present workshop, though both agreed that the change would be generally toward positive (ratings of 4.0 and 7.0). The second attitude change item requested consultants to consider the nature of probable attitude changes induced by a series of workshops equal in quality to the one they had observed. Again, the ratings were positive but somewhat discrepant (4.0 and 7.0). Despite the discrepancies in attitude scores it is apparent, then, that the workshops are seen as in no way producing negative attitudes and as potentially producing extremely positive attitudes and attitude changes.

SUMMARY AND CONCLUSIONS

Table 14 summarizes consultant evaluation categories. For the most part, where areas of evaluation overlapped, there was a substantial degree of agreement between consultant and participant evaluations. Both agreed that the preparation and organization of the workshop were highly adequate, but that the presentation was, perhaps, somewhat lacking in clarity and detail. The latter comment was, from both participants and consultants, specific to the Simulation Games workshop and was not indicated to generalize to previous workshops. In commenting on this point, one consultant constructively proposed that for any future presentations of this particular workshop, there is a need for a direct teacher-student session at the beginning of the workshop to: 1) define simulation; 2) define purposes of simulation games; 3) give precise and clear instructions for playing the games; and 4) give oral or written directions outlining the agenda for the workshop. It is of interest to note that the apparent lack of clarity in initial presentation did not substantially detract from the overall effectiveness and success of the workshop. In fact, both consultants and participants found that the workshop was of substantial value to both the student teachers and observers, participating teachers, having slightly greater value for the former group. In addition most participants saw the workshop as having been a useful personal learning experience, an observation which was more particularly true for IED teachers and student teachers. Further, the workshop was seen as having substantial value for the solution of long-term problems and the provision of long-term improvements in the areas of staff and curriculum development. The overall evaluation of the workshop, including its general effectiveness, was considered by participants to be positive, though not extremely positive, and by consultants to range from moderately to extremely positive. For the participant group, the overall evaluation arrived at through a statistical averaging procedure was somewhat higher than that provided on a single item basis.

TABLE 13

CONSULTANT EVALUATION: OVERALL ATTITUDES

Item	Consultant 1	Consultant 2	Mean
34	4.0	---	4.0
35	4.0	7.0	5.5
36	4.0	7.0	5.5
37	---	6.0	6.0
38	---	6.0	6.0
39	---	6.0	6.0
40	4.0	7.0	5.5
41	4.0	7.0	5.5
Overall Mean			5.5

TABLE 14

CONSULTANT EVALUATION: SUMMARY CATEGORIES

Category	Overall Mean
Workshop Presentation	4.92
Workshop Effectiveness	5.50
Participation	6.17
Interaction	5.88
Attitude & Attitude Change	
Teachers	5.20
Student Teachers & Observers	6.00
Overall Attitude	5.50

In commenting on the effectiveness of the activity, both consultants agreed that it was a useful and educational activity. In constructive comments and suggestions, both also agreed that for maximal value it would be useful to expose participants to further instruction and involvement in the area of simulation games.

One consultant commented that:

> I can see merit in its usage in curriculum development and solution of problems involving the community. But, to get the greatest amount of usage of the concept, the teachers will have to be exposed to the concept more; the students have 'bought' the concept and see it to be effective, if the sampling present were representative. In the 'rap' session at the end of the day, it was expressed that this idea was used in curriculum development and had been found to be effective, in these particular situations, where teachers were obviously adaptable to the concept. Possibly extension of usage of the idea can be made through more workshops (in service) for the teachers in your Center.

On other issues, both participants and consultants agreed that there was considerable relevant interaction and a high level of individual participation in the workshop activity. This is taken as an indirect indication supportive of other data indicating the level of interest and value which participants perceived in the workshop. Further, consultants indicated that attitudes toward and probably attitude changes fostered by the present and other workshops are slightly too extremely positive.

While most data support the success and effectiveness of the workshop, and of the workshop concept in general, it is particularly encouraging to note the data indicating levels of utilization of workshop materials. Specifically, participants, including, both IED and non-IED teachers, reported that, at surprisingly high levels, they intend to use materials from the current workshop and have previously made substantial use of materials from other workshops. Thus, the workshops have not merely provided a series of somewhat abstract educational experiences, but have actually found practical day-to-day use in classroom settings, and are, in this way, directly and immediately enhancing the curricula of the school system.

Finally, it is of importance in the context of the broader evaluation to note that both participants and consultants saw the Teacher Education Centers and the IED project as a whole as being useful and helpful to both IED and non-IED teachers and student teachers and as being of high value to the educational system.

Overall Participant Evaluations

During the Spring semester, 1970, two overall evaluations of participant (teacher and student teachers) opinions and attitudes were conducted. Each of these evaluations was based on the overall Participant Evaluation Form noted above (Appendix B), and each is reported separately and in some detail below.

Overall Participant Evaluation I

The initial non-workshop participant evaluation was a general evaluation of the overall functioning of the Institute for Educational Development in its various specific components. To complete the evaluation, the Participant Evaluation Form was distributed to the cooperating teachers and student teachers participating in the IED project. A total of 20 cooperating teachers and 14 student teachers completed and returned the form. All analyses are based on the responses of these individuals. In cases where one or more individuals failed to answer a particular question, means are based on the total number who did respond to that question.

Several evaluation categories have been utilized. First, all items of the questionnaire are subdivided into two major groups, those concerned with incoming attitudes and preparation, and those concerned with direct evaluation of various aspects of IED. The latter include teacher education seminars, workshops, staff development in general, and an overall evaluation of the Institute. Each subcategory of the evaluation is accompanied by an appropriate Table with item numbers referring to the Questionnaire in Appendix A.

Incoming Attitudes and Preparation

Attitudes

Tables 15, 16, and 17 summarize items relating to incoming attitudes of student teachers. Table 15 summarizes items relating to the student teachers' perceptions of the attitudes toward the D. C. School System which were fostered by the University atmosphere. Student respondents indicated that the attitude fostered by both classroom and informal contacts was neutral to slightly negative, with means of 3.55 and 3.69 for Items 12 and 13, respectively. They indicated, however, that their own incoming attitudes were somewhat more positive than this, yielding a mean on Item 16 of 4.85. The overall attitude mean for these three items was 4.05 indicating a neutral to slightly positive attitude system. Teachers, answering Item 5 of the questionnaire which asks for their perception of the incoming attitudes toward the School System of student teachers, agreed precisely with the student teachers, yielding a mean score of 4.85. They felt that the informal contacts of the students with their colleagues fostered an essentially similar, somewhat positive attitude, with a mean (on Item 6) of 4.78.

Student teachers were also asked for their incoming attitudes toward IED and the sources of these attitudes. They indicated (Table 16) that both the University classroom and informal colleague contacts yielded similar, somewhat

TABLE 15

INCOMING ATTITUDE TOWARD D. C. SYSTEM - STUDENT TEACHERS

Item	Response Total	Group Mean
12	39	3.55
13	48	3.69
16	63	4.85

Weighted Mean = 4.05

TABLE 16

INCOMING ATTITUDE TOWARD IED - STUDENT TEACHERS

Item	Response Total	Group Mean
14	63	5.25
15	59	5.36
17	59	5.36

Weighted Mean = 5.32

positive attitudes (means of 5.25 and 5.36 on Items 14 and 15, respectively). They also indicated that their actual incoming attitude was of the same approximate magnitude, with a mean of 5.36 on Item 17.

The evaluation of overall incoming attitudes was completed by averaging across the six student teacher attitude questions, as is indicated in Table 17. Applying this method, the average incoming attitude of the student teachers is seen to be somewhat, but not extremely, positive, as is seen in the overall mean score of 4.66.

In evaluating the attitudes toward a project of the IED type of relatively inexperienced participant-observers, it is particularly important to take note of the baseline or incoming attitude as has been done here. The reason for this is that final or resultant attitudes toward activities are ordinarily at least in part a result of incoming attitudes. In addition, there is a tendency for activity participants, particularly those previously inexperienced in the particular type of activity, to show a decrease in attitude toward the activity over time. Psychologically, this appears to be a function of a process of "disillusionment," resulting from the fact that few activities can come up to the relatively high expectations of inexperienced participants. Further, the current, fairly general negativism of many college students toward the "establishment" would support the expectation of a decline with experience in attitudes toward projects which are seen as a part of the establishment. That is, many students may expect the system to fail and find it difficult to perceive anything better than failure in the system.

Perceived Preparation

Student teachers were also asked to indicate, in several items (Table 18), the quality of their preparation for participation in the student teaching experience. They indicated that preparation, either for the teaching experience in general or for the student teaching experience specifically, was not exceptionally good (means of 3.85 and 3.46, respectively). However, they indicated that their orientation to IED by IED personnel (primarily the TEC Coordinators) was considerably better, giving a mean rating of 5.83. In this combination of items, there is the clear indication that IED may be providing a valuable orientation which student teachers would not otherwise receive. At least, this is the perception of the student teachers.

Evaluation of IED

In the evaluation which follows, teachers and student teachers, separately and in combination, have evaluated three aspects of IED: seminars, workshops, and staff development. In addition, an overall evaluation by each group is given.

TEC Seminars

Table 19 provides a summary of the student teacher evaluation of the TEC seminars. They were asked to indicate the effectiveness of the seminars in providing solutions for immediate problems, in furthering the education of student teachers, in providing a learning experience for experienced teachers,

TABLE 17

OVERALL ATTITUDES - STUDENT TEACHERS

Item	Response Total	Group Mean
12	39	3.55
13	48	3.69
14	63	5.25
15	59	5.36
16	63	4.85
17	59	5.36

Weighted Mean = 4.66

TABLE 18

PREPARATION - STUDENT TEACHERS

Item	Response Total	Group Mean
18	50	3.85
19	45	3.46
20	70	5.83

Weighted Mean = 4.34

TABLE 19

SEMINARS - STUDENT TEACHERS

Item	Response Total	Group Mean
25	46	4.60
26	29	3.63
27	21	4.20
28	41	4.56
29	41	5.13

Weighted Mean = 4.45

TABLE 20

SEMINARS - COOPERATING TEACHERS

Item	Response Total	Group Mean
25	81	4.50
26	89	4.68
27	97	5.11
28	105	5.53
29	100	5.56

Weighted Mean = 5.08

in providing solutions for long-term problems, and in furthering the general goal of staff development. Applying the zero-base concept expounded earlier, the mean for these items of 4.45 indicates a considerably positive response to the seminars. With regard to specific areas, the student teachers indicated that the seminars were quite effective in providing solutions for both immediate (4.60) and long-term (4.56) problems. They also felt that the seminars were somewhat more effective as learning experiences for experienced teachers (4.20) than for student teachers (3.63). The highest mean rating was 5.13, which the student teachers gave as the value of the seminars in furthering the goal of staff development.

Cooperating teachers were even more positive about the value of the seminars, giving an overall mean rating of 5.08 to this activity. In responding to the same series of items (Table 20), teachers indicated that the seminars were effective in solving both immediate (4.50) and long-term (5.53) problems. In addition, they agreed with student teachers that the seminars were somewhat more valuable for attending experienced teachers (5.11) than for student teachers (4.68). Finally, like the student teachers, the experienced teachers gave their highest rating, 5.56, to the seminars as an instrument furthering the goal of staff development.

Workshops

It was considered, in the context of a general evaluation, important to assess the overall impact of the workshops, particularly at some point in time after the last one in which participants were involved. As a result a number of questions were asked of both teachers and student teachers in an effort to assess their perceptions of the effectiveness of IED workshops in general. There was some discrepancy between student teachers and teachers in their responses to these questions. Table 21 provides the breakdown of item scores and overall mean for student teachers on workshop-related questions. On specific items, student teachers felt that the IED Workshops are quite effective in furthering the general goal of staff development (4.56). They were, however, less convinced of the effectiveness of workshops in solving immediate problems (3.56), as educational experiences for student teachers (3.75), or in providing solutions for long-term problems (3.89). The response to the first two of these questions is not particularly surprising, since the workshops are not ordinarily intended primarily as problem-solving, but rather as educational, or professional enhancement, devices.

The fact that student teachers gave the workshops an essentially mid-scale rating on effectiveness as a part of their own education, is however, somewhat more difficult to assess. It may be, as some student teachers suggested, that the workshops were a little too much like the college classroom they had thought they were away from after four years. A second possibility is that the student teaching experience, in general, and the workshops as one specific part of that experience were not, for some individuals, the kinds of experiences they had hoped for. For example, one student teacher wrote that "This has been a good experience; I have the feeling, however, that we are getting very little experience with the care of inner city children, who it seems, would need the extra concentration. Perhaps you have good reasons for this since

TABLE 21

WORKSHOPS - STUDENT TEACHERS

Item	Response Total	Group Mean
30	32	3.56
31	45	3.75
32	31	5.17
33	35	3.89
34	42	4.56

Weighted Mean = 4.11

TABLE 22

WORKSHOPS - COOPERATING TEACHERS

Item	Response Total	Group Mean
30	86	4.53
31	105	5.25
32	109	5.45
33	95	4.75
34	98	5.16

Weighted Mean = 5.03

it might be unwise to put the average University student in such a different setting." Clearly, this student had hoped for experiences with more disadvantaged children than were present in her student teaching area. While this, of course, was a function of the particular area to which she was assigned, and not any deficiency on the part of the School System or IED, it was obviously a potential reason for seeing less personal value in the workshops. Along similar lines, a second student teacher commented that workshops should be stressed as a part of the student teaching experience, but she felt that a specific workshop, namely one on audio-visual materials, should be given. A final clue lies in the observation that student teachers apparently felt the workshops to be structured more toward furthering the professional development of attending experienced teachers. Thus, they rated the workshops as 5.17 in effectiveness as an educational device for experienced teachers.

Cooperating teachers (Table 22) gave the workshops a mean overall rating of 5.03, considerably higher than that provided by the student teachers. Their highest rating (5.45) was of the workshop as a learning experience for experienced teachers. In this regard, then, the teachers were in complete agreement with the student teachers in feeling that the workshops have considerable value for the practicing teacher. While there is still some room for improvement in the ratings of workshops as in-service staff development experiences, the achieved rating is remarkably high, considering the number of teachers and student teachers providing the ratings and the undeniable diversity of their individual interests. Some teachers and students even took the additional trouble to provide written comments in the space provided by Item 37 to the effect that their only desire was for more workshops and/or for workshops of specific content which they as individuals would like to experience.

Teachers were also quite positive on other workshop items. They indicated that the workshops are quite effective in solving both immediate (4.53) and long-term (4.75) problems. Interestingly, they also felt that the workshops are of considerable value in educating student teachers. They gave this item a rating of 5.25, considerably higher than the 3.75 rating given by the student teachers. Finally, the teachers were in agreement with the students that the workshops provide an effective operationalization of the staff development goal (a rating of 5.16).

What information have we gained from the responses of participants concerning the possible modification of the workshop concept? Clearly, it should not be changed markedly, since both teachers and student teachers are quite positive about the way in which workshops have been presented in the past. However, it may be useful to more systematically solicit from student teachers their suggestions concerning the content of future workshops. While such suggestions have been solicited from both teachers and student teachers in the past, it may be useful to make even more effort in the future to obtain specific and detailed descriptions of the needs and desires of the student teachers with regard to workshop content. In addition, it may well be helpful to explore further the suggestions of experienced teachers as to the educational needs of their student teachers. These suggestions might be obtained from teachers at any time during the year and from student teachers at the beginning and end of their student teaching experience, with the TEC seminars providing a possible forum for the discussion of these suggestions.

Staff Development

The perceived effectiveness of IED in the area of staff development was examined through the analysis of three items dealing with the effectiveness of seminars and workshops in furthering the staff development goal and a general item (Item 36) asking simply how effective IED has been in promoting staff development. For purposes of evaluation, staff development was defined in accordance with the IED proposal as "improving basic teaching skills, encouraging flexibility in approaches and methods." Student teachers (Table 23) felt that IED is quite effective in the area of staff development, giving a mean rating for the three items of 4.85. More specifically, seminars as a vehicle for staff development were given a rating of 5.13, workshops a rating of 4.56, and general effectiveness a rating of 4.80. While there is certainly the potential for improving these ratings, they are clearly and firmly positive, and, asked to comment, student teachers made no specific suggestions for improvement in this area.

Teachers provided an even higher rating of staff development, yielding a mean on the same three items of 5.23 (Table 24). Like the student teachers, they felt the seminars to be a most effective tool, and gave them a rating of 5.56. Workshops were rated 5.16 by teachers, and general effectiveness of the staff development program was rated 5.0. Again, teachers clearly have a positive impression of the IED staff development program.

Curriculum Development

A single item (Item 35) requested participating teachers and student teachers to evaluate IED in the area of curriculum development. While a single item provides only minimal information, further items in this area were not included in an effort to make the questionnaire as brief as possible. Future evaluations will provide further information concerning curriculum development.

For purposes of the evaluation, the term curriculum development was defined in accordance with the IED proposal as "building substructures in which curriculum invention and experimentation can occur, in providing opportunities for diversifying and enriching the curriculum." Again, cooperating teachers provided a somewhat higher rating than did student teachers, though the ratings were not extremely discrepant. Specifically, student teachers indicated that IED has been quite effective in the area of curriculum development (a rating of 4.30), while teachers gave the somewhat higher rating of 4.85 on this item. Evaluative suggestions concerning curriculum development should await further exploration of this area in the fall of 1970. In addition, some indications and suggestions have been made through earlier reports of specific workshops, and relevant information is also contained in a forthcoming report concerning interviews with IED participants.

TABLE 23

STAFF DEVELOPMENT - STUDENT TEACHERS

Item	Response Total	Group Mean
29	41	5.13
34	42	4.56
36	48	4.80

Weighted Mean = 4.85

TABLE 24

STAFF DEVELOPMENT - COOPERATING TEACHERS

Item	Response Total	Group Mean
29	100	5.56
34	95	5.16
36	100	5.0

Weighted Mean = 5.23

Overall Evaluation of IED

Tables 25 and 26 provide the independent overall evaluations of IED by student teachers and teachers, respectively. The term "overall evaluation" is here defined as the average rating for each responding group across all those items (indicated in Tables 25 and 26) which were specifically evaluative of IED programs. The specific subparts of this overall average, represented by particular items and item subsets, have been explored under the various topics above. The means for overall evaluation, 4.85 for student teachers and 5.05 for teachers, are in substantial agreement. In addition, the statistical averages are very similar to the more subjective overall impressions provided by both groups of respondents on Items 35 and 36. It is clear, then, that those most directly and immediately affected by IED programs during the past year have been positively impressed with the functioning of the Institute. Possible areas for change and improvement have been explored in the present and earlier reports, and more suggestions along these lines will be made later in the present report. It is important, to note, however, that where improvements can be suggested they will be improvements upon what is already a positively valued program.

In concluding this aspect of the evaluation, we should return for a moment to earlier comments concerning the incoming attitudes of student teachers. While these attitudes might well have been expected to substantially decrease in the course of the student teaching experience, they clearly did not. In fact, the overall student teacher rating of 4.85 (Table 25) is slightly higher than the overall incoming attitude of student teachers as indicated by the mean rating of 4.66 reported above (Table 17). These relative ratings would indicate that the Institute not only came up to the expectations of Student Teachers, a difficult task at best, but actually slightly exceeded these expectations.

Overall Participant Evaluation II

The second overall participant evaluation was undertaken at the end of the Spring semester, 1970, and involved 20 cooperating teachers in the IED schools. This second assessment was concerned exclusively with the evaluations (and change in evaluation) of the Institute. As before it was based on the Participant Evaluation Form (Appendix C) and involved the evaluation, by teachers, of three aspects of IED: seminars, workshops and staff development. Again, an overall evaluation by the total teacher group was also compiled.

Assessment of Seminars

The overall mean response of cooperating teachers to items dealing with seminar evaluation (Table 27) was 4.78. They felt, more specifically, that the seminars were most effective in furthering the goal of staff development ((5.86), least effective in solving immediate problems (3.23). On remaining items they gave quite positive evaluation of the effectiveness of seminars in furthering the education of student teachers (4.69), as a learning experience for attending experienced teachers (5.14), and in providing solutions for long-term problems (4.79). Both the overall evaluations of seminars and the evaluations of specific perceived contributions of this activity were thus, with the possible exception of the seminars in solving immediate problems, quite positive.

TABLE 25

OVERALL EVALUATION OF IED - STUDENT TEACHERS

Item	Response Total	Group Mean
20	70	5.83
21	80	6.15
22	89	6.36
25	46	4.60
26	29	3.63
27	21	4.20
28	41	4.56
29	41	5.13
30	32	3.56
31	45	3.75
32	31	5.17
33	35	3.89
34	42	4.56

Weighted Mean = 4.85

TABLE 26

OVERALL EVALUATION OF IED - COOPERATING TEACHERS

Item	Response Total	Group Mean
25	81	4.50
26	89	4.68
27	97	5.11
28	105	5.53
29	100	5.56
30	86	4.53
31	105	5.25
32	109	5.45
33	95	4.75
34	98	5.16

Weighted Mean = 5.05

TABLE 27

SEMINARS - COOPERATING TEACHERS

Item	Response Total	Group Mean
25	43	3.23
26	61	4.69
27	72	5.14
28	67	4.79
29	82	5.86

Weighted Mean = 4.78

TABLE 28

WORKSHOPS - COOPERATING TEACHERS

Item	Response Total	Group Mean
30	89	5.56
31	82	5.12
32	84	5.60
33	82	5.47

Weighted Mean = 5.44

Workshop Assessment

In providing their perception of workshop effectiveness, the teachers were even more positive than had been the case with regard to seminars. The overall mean for workshop items (Table 28) was a very positive 5.44, with individual items showing relatively little variance about this means. Here, the workshops were seen as highly effective in solving immediate problems (5.56), as a learning experience for cooperating teachers (5.60), and as a vehicle to solutions for problems of a long-term nature (5.47). Somewhat lower, but still very positive, was the rating of workshops as a device for furthering the education of student teachers (5.12).

Staff Development Evaluation

Also highly positive was the teachers' assessment of IEDs effectiveness in promoting staff development. On items relating to this IED goal (Table 29), cooperating teachers provided a mean of 5.59. Although even this high rating of staff development indicates some perceived "room for improvement," it is of interest to note that, as in the earlier assessment, teachers made no specific suggestions (in space provided for this purpose or elsewhere) for improvement. In addition, no teacher responding to the questionnaire noted specific deficiencies in the staff development area. While this is no doubt partially a function of the fact that busy teachers could spend relatively little time in completing the questionnaire and thus did not give written commentary, the lack of such commentary also means that there were, in all probability, no serious concerns among teachers with regard to the effectiveness of the IED staff development component.

Curriculum Development

A single item (Item 35) asked teachers to assess the effectiveness of IED in the area of curriculum development. Again, curriculum development was defined as "building substructures in which curriculum invention and experimentation can occur, in providing opportunities for diversifying and enriching the curriculum." The mean response of teachers to this item was a highly positive 5.56, leaving little question of the perceived effectiveness of IED in this area

Overall Evaluation of the Institute

The items utilized in the overall evaluation of IED by teachers are compiled in Table 30. The average across these items, and hence the overall evaluation of the Institute, was 5.08 for the total teacher group. As in the earlier evaluation, it is apparent that the individuals at whom IED's principal thrust had been aimed were quite positive about the functions served by the Institute.

TABLE 29

STAFF DEVELOPMENT - COOPERATING TEACHERS

Item	Response Total	Group Mean
29	82	5.86
36	80	5.33

Weighted Mean = 5.59

TABLE 30

OVERALL EVALUATION OF IED - COOPERATING TEACHERS

Item	Response Total	Group Mean
25	42	3.23
26	61	4.69
27	72	5.14
28	67	4.79
29	82	5.86
30	89	5.56
31	82	5.12
32	84	5.60
33	82	5.47

Weighted Mean = 5.08

ED054070

FINAL EVALUATION REPORT

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

(Continuation)

Interview Evaluation

A General Interview Evaluation

The above evaluation of IED has been based primarily on data obtained through the use of a variety of questionnaires, involving primarily structured rating scales. While data obtained in this way are relatively objective in nature and hence essential as a basis for the evaluation, it is often possible through less objective methods to obtain substantial information not gained directly from the questionnaires. In particular, interviews with program participants can be most informative, since the interviewer can go beyond the bounds of a structured scale in examining the opinions of and obtaining suggestions from participants. The disadvantage of the interview as an assessment technique centers, of course, around its subjective nature. The interviewer, through the questions he asks, the attitudes he conveys, and the impressions he gives cannot fail to influence the responses of the interviewee. In addition, the results of an interview or an interview series must be interpreted quite subjectively, particularly where it is not possible to conduct lengthy and fairly structured interviews. It is thus strongly cautioned that the interview results reported here should be considered inly in the context of, and as supplemental to, the more objective data contained in other assessments.

The present report, then, deals with interviews with teachers and student teachers associated with the IED program. These interviews were, as a partial control for interviewer effects, conducted over the period of the Spring semester, 1970, by three independent interviewers. One, Dr. Sandra Jones, of Howard University, interviewed five teachers and one student teacher. A second, Dr. Dorothy Moore, of George Washington University, interviewed eight teachers and one student teacher. The third interviewer, the present consultant, interviewed approximately half of the cooperating teachers and half of the student teachers participating in the IED program. Some interviews were very brief, others fairly extensive. It should be noted that the structure of the interviews was minimal, each consultant focusing simply on the general areas of staff development, curriculum development, and community involvement, the goals of IED. In each case, interviewers stressed that the interviews were a part of the overall evaluation and were conducted both in the interest of evaluation and in the interest of obtaining suggestions for improvement of IED programs. What follows is a summary, derived from the notes of interviewers, of the comments of interviewees.

Positive Comments

The tone of most interviews reported was clearly positive, making it obvious, even on a casual rating of interview notes, that those interviewed were, almost without exception, favorably impressed with the work of IED. Details of commentary relevant to various aspects of the functioning of the Institute are subdivided into five necessarily brief categories: staff development, curriculum development, community involvement, the Teacher Education Center concept and inter-personal relationships.

Staff Development

The interviewees as a group expressed the feeling that IED has made a significant contribution in the area of staff development. This statement can be elaborated upon by noting specific ways in which teachers felt IED has been of value. These included the following: (1) IED provides release time, through the practical substitutes, for attendance at professionally enhancing activities; (2) IED workshops help the teacher to keep up with current trends in the field; (3) Institute programs provide a basis for self-improvement. Specifically mentioned as vehicles to self-improvement were the IED workshops and the courses provided by the Department of Education of the University of Maryland; (4) Self-awareness (particularly in the areas of personal adequacy) is enhanced by some IED activities; (5) The teacher is exposed to new educational ideas; (6) Participating faculty members share with other faculty ideas obtained from IED workshops and other activities; (7) One teacher commented that she "look(s) forward to attending workshops;" Other teachers made similar remarks to the effect that workshops are "enjoyable," "interesting," and the like; (8) One teacher commented that he has gained "insight into behind-the-scences-concerns of teachers."

Curriculum Development

Remarks concerning IED effectiveness in the area of curriculum development centered in three major areas. First, some teachers commented that IED, particularly through workshops and seminars, has exposed teachers to curriculum innovations which "make teaching easier", and "put materials across more effectively." Secondly, some teachers commented that IED has been helpful in the implementation of prescribed curricula, providing information, advice, materials, and opportunity for discussion of curricula with other teachers. Finally, a number of interviewees commented on specific curriculum innovations supported by IED. Those mentioned as impressing faculty members included the African Music project, the Instructional Innovation Fund, curriculum planning in arts and crafts, and information provided concerning individualized instruction. Most teachers making specific mention of one or more of these curriculum innovations were described by interviewers as "very enthusiastic," "quite enthusiastic," or "very interested." One teacher was described as "positive, but not enthusiastic," and one as "positive, but reserved."

Community Involvement

Although some teachers seemed unaware of the community involvement goal of IED, a number commented on specific ways in which IED has involved the community in the educational process. First, teachers commented that the parent-teacher workshops conducted by IED have enhanced mutual understanding. A direct result of such workshops mentioned by teachers has been the improvement, for some teachers and some parents, of the parent-teacher conference. In addition, some teachers specifically noted the value of IED's use of parent-substitutes in the school system. Commentary in this area was to the effect t hat parents who serve in this function in the school system gain a better understanding of the school and the problems of the teachers.

The Teacher Education Centers

Although the Teacher Education Centers are treated here under a separate category, it is clear that comments related to the Centers, are also, directly or indirectly, related to staff development and curriculum development areas. A number of interviewees commented that the Teacher Education Centers, both elementary and secondary, have been most helpful to the teacher in her work. First, the TEC seminars, as well as "spur-of-the-moment" conferences with coordinators have been most helpful, some teachers report, in providing solutions to a variety of problems. Secondly, the student teaching model under the TEC concept was described by a number of teachers as much better than the "old-fashioned" practice teaching plan. The teacher has, it was noted, an opportunity to work together with the student teacher, rather than simply "handing over" the class to her. One teacher commented that it is "like having another teacher in the classroom". In addition, the student teaching model has permitted, according to some teachers, new and helpful groupings of students in the classroom, as well as more emphasis on individualized instruction. Student teachers commented to the effect that the TECs had been most helpful to them in their initial practical experience. Some commented that the TECs are particularly helpful in providing a needed orientation both to the School System and to the coming experience of practice teaching. Others were particularly impressed with the TEC seminars, which, they noted, provide a setting for professional and social interaction with experienced teachers, as well as a forum for the discussion of questions raised and problems encountered in the individual classroom.

Interpersonal Relationships

Not surprisingly, both the teachers, who are ordinarily relatively isolated in their individual classrooms during most of the school day, and the student teachers, who are new to the school setting and in it for a relatively short time, commented concerning the effects of IED in interpersonal relationships among teachers, student teachers, and students. Both the IED workshops and the TEC seminars provided, it was noted, a mechanism for bringing teachers and student teachers together during the regular school day for close interactions. Some teachers commented that, through the IED workshops, they have gotten to know reasonably well and for the first time other teachers with whom they have taught for many years in the same school system or even in the same school building. Passing acquaintances, one teacher noted, have become close friends; virtual strangers have become at least acquaintances. Some student teachers noted that upon initially entering the practice teaching situation -- the first return to a school setting since high school days -- they felt quite inadequate, almost as though they were returning to high school as students, rather than as professionals. Interactions as professionals with professionals in the setting of the TEC seminar or the workshop, they noted, helped to reinforce the knowledge that they were entering professionals and that the problems that they were experiencing in the classroom had often been earlier experienced by the older teachers. Some student teachers noted that the seminars and related interactions through the TEC also helped them to better understand both individual students and "types" of students encountered in the classroom.

Areas of Dissatisfaction and Suggested Improvement

As compared with the positive comments made by interviewees, there were very few negative feelings about the IED project. It is thus unnecessary to subdivide these into content categories.

The reaction to workshops was, as has been noted, largely positive. However, a few teachers commented that while the workshops are helpful in providing information, there is relatively little implementation of the workshop content. The suggestion was made that in some areas it would be useful to have not a single workshop lasting one or a few days, but rather a series of workshops or at least a follow-up of the initial workshop at a later date. This suggestion did not, of course, apply to all workshops, since some, it was agreed, were quite self-contained. It should be noted that some workshops (e.g., Simulation Games) have been followed up with additional instruction and suggestions for implementation, and more such follow-up is planned for the 1970-1971 school year.

Also in connection with workshops, one teacher commented that smaller groups of teachers could work more effectively in the workshop setting. He noted that this was a personal preference and not one which he had discussed with other teachers. It should be noted, that, of course, some workshops have involved quite small working groups, that no other teacher or student teacher commented on the group size in the IED workshops, and that information from the participant evaluation of workshops has not yielded similar comments about group size.

A few teachers commented concerning the courses offered by the Department of Education of the University of Maryland. One comment was to the effect that more variety in course offerings would be desirable. A second, and related, comment noted that the same course is sometimes offered more than once in the same building. When this occurs, those teachers who have had the course are unable to take a course in their own building during that semester. It was suggested that when the same course is offered a second time in a given building, a different course be offered concurrently.

Finally, some teachers and student teachers had comments concerning student teaching. The few comments that were made centered around the clarification of the student teacher's role. To a few teachers and a few students, this role was apparently not clearly defined. Teachers noted that some student teachers are reluctant to prepare detailed plans (and one student teacher noted that she did not understand how detailed plans were to be). Further teacher comments were to the effect that the university needed to clarify in advance of the student-teaching semester the need for detailed classroom plans. In addition, three student teachers indicated that they were not certain about expectations concerning clerical work. They felt, of course, that clerical work should be minimal and that they were being given too much of the supervising teacher's clerical work to do. This, of course, is a perennial complaint

of student teachers seen in virtually any school setting. It is not easily resolved, as the clerical requirements are ordinarily worked out between the student teachers and the supervising teacher. However, it is perhaps significant that in the IED setting only three student teachers commented concerning this issue, and that even they, with one possible exception, would not be described as adamant.

Conclusions

It is clear that interviews by evaluators have yielded a strongly positive overall picture of the functioning of IED. What negative comments there were were relatively minor, came from relatively few participants, and were primarily of a constructive nature. Again, it is cautioned that such interview data, while it is of considerable value in going beyond the possibilities of structured questionnaires, must be interpreted with considerable caution and considered only in the context of the more objective data obtained from the structured questionnaires.

Assessment of Organizational Effectiveness

As was noted in the discussion of evaluation procedures above, an essential aspect of the overall evaluation of a project like IED is feedback as to the effectiveness of administrative and related procedures. Such a determination should indicate the strengths and weaknesses of the organization from administrative viewpoint and should detail areas of difficulty and suggested improvement with regard to the project.

The overall evaluation of organizational effectiveness to be reported here was conducted by Dr. Frederick Amling, Professor of Business Administration at George Washington University. After initial contact with the present consultant and a review of available written materials regarding the Institute, Dr. Amling conducted a series of intensive interviews with major members of the IED organization. His report focuses on the project itself, referring when necessary to other organizations or organizational components, and details problem areas of the IED program, suggested solutions to these problems, and suggested modifications in the areas of administrative planning, management communication, and management budgeting and controls. Without further comment at this point, Dr. Amling's verbatim report is included here.

Verbatim Report of Dr. Frederick Amling[2]

The following information represents a summary of ideas generated from discussions with Mr. Latinee Gullattee, Director of IED; Mrs. Shirley De Shields, Secondary TEC Coordinator; and Dr. Robert Maroney, Chairman IED Advisory Board, in an attempt to determine the overall administrative efficiency of the Institute for Educational Development established under a Title III ESEA Proposal grant. It was necessary for the evaluator to 1) examine the need for the program; 2) identify the problems of the program; and 3) obtain suggestions as to how the problems might be solved, in order to obtain some insight into the administrative efficiency of the program and to be able to offer some suggestions as to how the project might be improved.

Need for the Program

The major goals of the Institute for Educational Development are to improve education and be a stabilizing force in the community, drawing on people in the community for assistance. The school area has a high average income and a high education level of people with a wide range of skills and professions.

The ultimate outcome is to have well-qualified teachers retained in and entering into the system and remaining in the system who can make relevant changes in programs, staff and curriculum for the ultimate benefit of the people.

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[2] The report appearing here is a reproduction of a report entitled "A Management Study of the Institute for Educational Development." This report is entirely the work of Dr. Frederick Amling and is fully acknowledged as such.

Much needs to be done to achieve goals. More relevant material from people who have had similar problems or who are aware of problems is needed. The IED has provided a group of programs that would not have been undertaken otherwise. The goals, based on original proposal of focus on staff, curriculum and community development were scaled down because of budgetary limitations.

Problem Areas of Program

Many excellent programs have been presented under the direction of a small, able and hard working staff. But some problems are present.

1. The program is not having as great an impact on the teachers as the director and Advisory Board would want. Some board members are not active and a greater number of people should be involved from the community and teacher groups.

2. It is difficult for the Advisory Board to focus on all issues. The Advisory Board is an advisory body but the implementation must come from the IED Director, coordinators and staff. There is a lack of activity and people involvement in the sub-committees as presently structured.

3. Some resistance to cooperate remains in the professional teacher group.

4. A few parents are cynical about the program and have brought pressure for and have demanded change.

5. Some teachers involved in the IED program tend not to communicate with their fellow teachers about IED.

6. There is some concern among the senior high students who also desire a change in their educational program but support for change is not coming about in their school.

7. There is some fractionalization in the faculty.

8. There is some lack of autonomy in the program.

9. There are information gaps in the system above IED that prevent budget information from being received by the director. This includes information about hiring, purchasing and paying consultants. There is a long time delay in obtaining payment and reimbursement for consultants. Project people are not informed and communication in general is difficult. There is some delay in processing equipment purchases.

10. The chief administrator has limited administrative activities because of the limited staff, but no problems have been created by dual sponsorship of University of Maryland and the D.C. School System.

Suggested Solutions to Problems

1. A new Assistant to the Director would be helpful to allow the program to expand in curriculum development and community involvement within the present budget.

2. In addition to an assistant, a part-time college student might work effectively on a half-time basis, again within the present budget.

3. Additional secretarial help is necessary for the program to succeed.

4. Better coordination of programs is to be emphasized. The IED Director's time could be spent more profitably, therefore.

5. Establishment of a committee to coordinate practical substitutes and finding resource people is needed.

6. New ideas should be developed from the existing Advisory Board and new committees.

7. It would be desirable to have a curriculum development program in each school.

8. More in-depth staff development as part of participation in programs on a selective basis should be encouraged. This requires careful priorities of programs and participants.

9. Parents could be organized to accept responsibility for carrying out activities.

10. The Advisory Board should act in an advisory capacity and IED should carry on the committments of the program. A definition of responsibilities should be made. The Board is important to the program.

11. Better functioning of standing committees is needed.

12. Workshops for administrators, faculty and parents should be established to explore program goals in depth. This might be a retreat type of activity over a period of time and not one short program.

13. Duplication in Teacher workshops should be eliminated. More should be held to emphasize change in behavior.

14. Improvement of public relations and community involvement is needed. Newsletters to parents, staff, and students should be continued. News coverage should be improved by a planned program.

15. There is a need to follow-up on workshops and small group work which is now being done to get in-depth training.

16. More involvement of administrators is needed in workshops to develop greater understanding of the IED program.

17. Principals, teachers and the public must know the schedule of activities of IED well in advance to avoid scheduling and communication problems.

18. Less money should be spent on consultants and more for in-house teachers.

19. Accountability and evaluation criteria should be built into activities.

20. Budget controls are needed from the District or internally.

21. There should be more adequate representation of students and student opinion.

Consultant's Recommendations

Essentially the problems facing the IED program are common to many business and university management systems. One of the most important problem areas is in the area of administrative planning, the second in the area of management communication and third, the area of management budgeting and controls. Recommendations will be made in each of these areas.

Planning

The focal point of IED should be in the IED office. To accomplish this, a greater percentage of the Director's time should be devoted to planning the future activities for achieving the goals of IED in contrast to carrying on programs. The director of the IED program is responsible for the completion of the stated objectives of IED and he must implement a program that will allow the goals to be reached. It is suggested that weekly meetings be held to plan and coordinate programs three to nine months in advance, in addition to the regular weekly meetings that are currently held. Certainly the greater the lead time, the better. Calling a simple staff meeting requires at least one week's notice. The development of a new workshop program would require a substantially greater lead time.

Since there are a limited number of administrators in the IED group, it would be necessary to establish a planning committee to work with the director. The planning group would consist of the director, coordinators, and teachers from each school in the IED area as well as parents, principals and an able senior student. Some of the IED funds could be devoted to this activity.

The purpose of the committee would be to plan and program the future activities of IED. They would not be involved with the day-to-day affairs of the IED staff. The committee would be responsible to the Director of the IED.

This activity would take about 25% of the Director's time. It would allow principals, teachers and students a chance to plan ahead, and it would allow for better scheduling of teacher's time and communication to be established with principal, teacher, parent and student. Just getting the information out takes time and a substantial effort.

In the planning activities the committee should consider the development of programs consistent with the policy established by the IED Advisory Board which hopefully would include:

1. A workshop designed to acquaint teachers, parents and students with the goals of IED.

2. More training programs to train teachers in the system to train other teachers in the newer areas and thus cutting down on outside consultants would be desirable.

3. Allowing past programs to be repeated under the direction of the coordinator with a minimum of administrative activity. The best programs should be repeated with emphasis on the follow-up and the ability to change the behavior of the participants. In the process of interviews we concluded that it is difficult to change behavior patterns in a one or two day workshop.

4. In planning, emphasis should be placed on broadening curriculum development activities. Ideally, each school in the area would have its own committee with selected student and parent representatives. The Director of IED should establish his own curriculum development committee with appropriate representatives from teachers and parents. This committee would report directly to the director.

5. In planning a community involvement and public relations program a new committee should be created to report to the director. These would be similar in composition to the curriculum committee to obtain greater community participation. The purpose of this committee would be to:

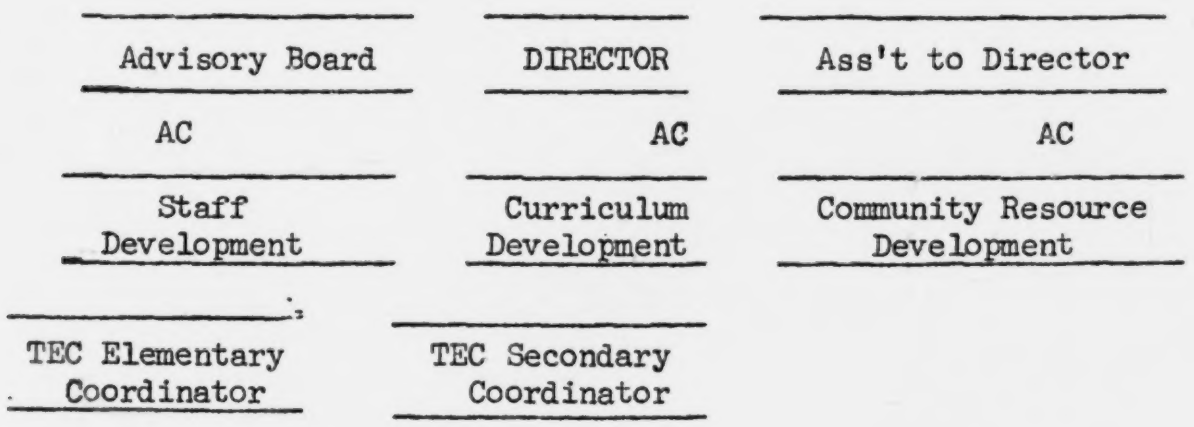
(a) Identify the resources of the community that could be used in the educational program much like a cancer crusade.

(b) Act as a communication vehicle between IED and the community.

(c) Develop a public involvement program designed to make people aware of the IED. To this end the Newsletter should be continued.

6. The Staff Development group should develop its own committee to involve a greater number of teachers. These activities of the director would require additional secretarial staff and an assistant. However, the director must assume direct responsibility for these programs. The Board as now constituted should continue to serve as a policy and advisory committee in helping the director in his duties. It might be a good idea to identify the <u>specific</u> goals of IED and the duties of the Board, Director, Assistant Director, Coordinator and staff assistants and secretaries so that the relationships are clear to all.

These changes suggest in part the following IED organization:



AC -- Advisory Committees

These activities would be financed with the present budget.

Communication

Certainly many new programs under the IED organization have taken place. This action must be communicated in a meaningful way to the principals, teachers and parents. The director must make every effort to keep all groups informed about the progress, direction and activities of IED. This requires regular reporting to the board, to the parents, and the students of activities and financial position since it has such a strong impact on the program. In some cases it will cost money (dinner, workshops, advertising) to achieve the communications goal. The newsletter is a good vehicle for this type of activity.

Budgets

The director should construct a budget in the process of planning that reflects accurately where the money will be spent. (Less on consultants and more on training teachers to train.) If the D.C. School System will not provide a monthly financial report then the director should construct his own internal budget maintained by a secretary and made available to the Board and appropriate committees to help control expenditures and obtain maximum benefits.

The budget should serve as a guide to the amounts and timing of expenditures to allow maximum benefits. It should be looked upon not only as a source of funds but as a direction of expenditure for each part of the program. What I envision is a separate expenditure budget for each activity planned in advance and redirected per the above recommendations.

The present program is expensive on a dollar per teacher basis. By expanding the program, using more non-professionals and hiring assistants for the structure as outlined should bring the costs per unit down and help achieve the basic objectives and goals of the program.

The last point is that a recapitulation of each program should be conducted to determine where mistakes were made and how they can be corrected in the future. This is not done to establish blame but to improve effectiveness.

Motivation

This is a new experimental program and requires the complete cooperation of all parties involved. The Advisory Board is important in advising on policy and goals, the Director and coordinators are important in implementing and innovating, the principals are important because the process of the programs reflects the quality of their educational abilities, the teachers are important because they will learn, participate and teach, the parents are important to the program because they are both a resource and a recipient of the service, and the students are important because they will be better prepared as a result of this program. In order to achieve the goals of the program, these groups must work together in a common effort.

Comment on Dr. Amling's Report

The foregoing report has been reviewed by members of the IED staff and will be reviewed by the Advisory Board, probably at its first meeting, and the Institute Director has indicated that the various points raised will be given careful consideration. No attempt will be made here to comment extensively on Dr. Amling's report. However, several points should be considered briefly.

First, Dr. Amling has suggested that the Institute hire an Assistant to the Director and, in addition, a part-time college student and additional secretarial help. The present consultant, on the basis of the overall evaluation of IED, is in agreement with this suggestion, particularly as regards the hiring of an Assistant to the Director. Discussion with IED Staff and consideration of the funding level of IED have, however, made it apparent that budgetary limitations will almost certainly make the hiring of these personnel an impossibility. Secondly, Dr. Amling points out a need for the improvement of IED's public relations. This is a particularly crucial point, since most community members are unaware of the details of IEDs existence and since many of these community members if made aware, could provide many kinds of help which would serve to enhance the already effective programs of the Institute. The point has been made in earlier reports by the present consultant and others, and both the IED Director and the Chairman of the Advisory Board have indicated their particular concern. It is the writer's understanding that a number of steps will be taken, beginning with the formation of a effective Public Relations Committee of the Advisory Board, beginning in the Fall semester, 1970. Finally, the suggested reorganization of IED, with Committees of the Advisory Board reporting to the Director, are under consideration by IED staff and will be taken up at the first meeting of the Advisory Board in the Fall.

While these comments respond to only a few of Dr. Amling's points, discussion relevant to other points appears in appropriate later sections of the report.

Overall Evaluation of IED

In order to reach essential conclusions concerning the value of IED as an educational project it is essential to provide an interpretative summary and overview of the information gained from the various specific evaluations described above. This will be done by concentrating first on the effectiveness of the Institute with regard to its major goals, staff and curriculum development and community involvement, focusing on the relatively objective evaluations provided by the workshop and participant evaluations detailed above. We will then consider briefly the meaning of this evaluation with regard to additional activities of IED which have not been specifically subjected to assessment and indicate perceived positive values of the Institute, possible areas of improvement and suggestions for further implementation of goals.

Attainment of Major Goals

In its original proposals the Institute for Educational Development specified, of course, three separate goals or purposes which it would pursue. In practice (and in evaluation) it has been difficult or impossible to maintain a meaningful total differentiation between staff development and curriculum development. The two areas show considerable overlap, both definitionally, and functionally, and, in fact, a single committee of the Advisory Board has handled both areas concurrently. This, of course, is not a criticism but merely a necessary statement of observation. As a result of the necessary overlap, the two areas are evaluated here partially as separate areas and partially in combination.

Staff and Curriculum Development

Staff Development. Despite the partial overlap of the two areas, some aspects of the evaluation have dealt relatively specifically with the major focus of IED in the area of staff development. In particular, the Teacher Education Centers have, in their functions, focused on this area. From available reports we can thus provide a summary of staff development assessment in terms of the preparation of student teachers by the TECs, the TEC Seminars, and the overall ratings of staff development by both participants and consulting evaluators.

A first consideration as an indication of the quality of the pre-service program in staff development is the preparation of student teachers for the teaching experience. Coming from a large university setting, the student teachers as a group, felt that they had not been particularly well prepared for the student teaching experience (a rating of 3.46) this relatively low rating presumably reflects, at least in part, the fact that the Department of Education of the University expected a major portion of specific preparation to take place in the Teacher Education Centers. In any case, the student felt that preparation by the TECs was of a high quality (5.83), indicating that the Centers served this basic function very adequately.

The bi-weekly seminars conducted by the TECs coordinators are seen as one major function of the Centers which was primarily focused on staff development, although an argument can certainly be made for the case that curriculum development was also pursued in this context. The seminars were evaluated on two

separate occasions, once by both student teachers and cooperating teachers, the second time by cooperating teachers only. Overall ratings of both groups were quite positive (4.45 for student teachers, 5.08 and 4.78 for cooperating teachers) indicating that the seminars are thought to be of substantial value. Of the various items from which these means are derived, one item specifically asks the perceived value of the seminars as contributors in the area of staff development. In all cases this item received the highest single rating of any item (5.13 for student teachers, 5.56 and 5.86 for cooperating teachers), a strong indication that of the various possible contributions which the seminars make they are most effective as a vehicle to the implementation of the staff development goal. In summary, there can be little doubt, on the basis of these ratings, that the seminars are highly valued by both teachers and student teachers and that they therefore constitute a considerable improvement over a student teaching situation in which such seminars are not a part of the experience.

A more general rating of the effectiveness of the TECs (overall) was also solicited from cooperating teachers, student teachers and non-IED teachers. Both participating groups saw the TEC concept, as implemented by IED, as extremely helpful, cooperating teachers providing a rating of 5.46, student teachers (although only two were present at the workshop in which this rating was taken) a rating of 7.00 (the maximum possible). As the components of IED which are principally involved in the implementation and coordination of staff development, then, the Teacher Education Centers have been very effective.

Still more general evaluations of IED's perceived effectiveness in the area of staff development have been provided by both student teachers and cooperating teachers, the latter on two different occasions. The overall ratings of staff development by both student teachers (4.85) and teachers (5.23 and 5.08) indicate the substantial value of this aspect of the Institute's functioning. Strongly supporting this is the opinion of an outside consultant, who rated effectiveness in staff development as 6.00. It is of particular importance to note that IED has been effective in its staff development activities, since this goal has become the primary focus of the project.

Curriculum Development. With staff development as its primary focus, the Institute has generally deemphasized the area of curriculum development, although some activities in this area have taken place. Four items of evaluative information are particularly pertinant to IED's effectiveness in curriculum development. First, on two different occasions IED participants provided an assessment of the overall effectiveness of the Institute in this area. On the first occasion student teachers provided a mean rating of 4.30, cooperating teachers a rating of 4.85. While both of these ratings are reasonably high, a later evaluation by teachers showed a substantial increase in their rating to 5.56 (student teachers were not assessed on this second occasion). In addition to these ratings, outside consultants have provided assessments of the curriculum development goal on two occasions. Early in the academic year the first of these consultants rated effectiveness in curriculum development at only 3.00. At that time, of course, relatively little had been done in the curriculum development area and, in addition, it was later determined that the consultant was not aware of at least one major IED activity in this area. Later in the year a second outside consultant provided a rating of 6.00. This may, of course reflect in part an individual difference in the opinions of the

two consultants. However, the difference is substantial (the second rating is, of course, double the first), and the higher rating no doubt reflects the increased activity of IED in curriculum development during the latter part of the academic year. Thus, despite its relatively slight emphasis on curriculum development, IED has generally received good ratings in this area, particularly later in the academic year. It must be noted, in addition, that some activities relevant to curriculum development have not been specifically evaluated and that recent efforts in the curriculum development area are still in the process of evaluation. Further discussion of this point appears below.

Staff and Curriculum Development: The Workshops. Clearly related to both staff and curriculum development, the workshops have been a major focus of IED activity. Formal evaluation to be integrated here include independent assessment by participants (including both IED and non-IED teachers, student teachers, and others) and outside consultants. In addition, workshops have been formally evaluated as a part of the overall participant evaluation of the project. Included in the discussion to follow are considerations of the overall quality of workshops, their effectiveness as an educational tool, the amount of participation and interaction occurring in the context of the workshops, changes in attitudes induced by the workshops, and the extent to which information gained from workshops has actually been utilized by participants.

When it has been assessed, workshop quality (expertise of speakers, preparation, presentation, etc.) has received moderately high to very high ratings. Specifically, for one workshop the consultant evaluator gave a mean quality rating of 6.71. For another, two consultants, rating independently, provided an overall mean quality rating of 4.92. Among specific items contributing to this average, both consultants rated the preparation of the speaker as 7.00 and the speaker's apparent expertise as 6.0. Relevant ratings and comments as to the quality of most workshops have been supportive of the findings of these evaluators. The conclusion which must be reached is, of course, that the IED staff and Advisory Board have generally been effective in selecting well qualified individuals to conduct workshops.

Even more important than the quality of a workshop is its educational effectiveness. As will be recalled, effectiveness has been defined in terms of a number of items relating to the utility of workshops in educating student teachers and experienced teachers, in solving immediate and long-term problems, and in furthering the goals of staff and curriculum development and community involvement. In general, workshops have been perceived as moderately high in effectiveness, ratings ranging from about 4.50 to 6.0. More specifically, consultants in two workshops have given mean effectiveness ratings of 4.43 and 5.50. The latter score is an average of the independent assessment of two consultants. Ratings of participant groups vary somewhat both as a function of the individual workshop and as a function of the participant subgroup involved. Thus, one workshop was rated 4.24 by IED cooperating teachers, 4.47 by student teachers, both ratings indicating reasonably high effectiveness. Even non-IED teachers found some value in this workshop (3.57). In a second case, where an earlier questionnaire was used to assess effectiveness, participants indicated that the workshop had been reasonably productive for them personally and was seen as reasonably beneficial to other professionals (4.67).

While these ratings of individual workshops are useful both for evaluating the specific workshop and in combination, it is also important to note the overall perceived effectiveness of workshops after participants have been involved in a number of different workshops. Such ratings were obtained in the content of the overall participant assessments of IED. In the first assessment, involving both teachers and student teachers, ratings were considerably higher for the former (5.03) than for the latter (4.11). In the second case, where only teachers were involved, ratings of the teacher group were still higher, yielding a mean effectiveness score of 5.44.

Among both consultants in individual workshops and participants in the overall evaluation, there is a quite consistent pattern of ratings which indicate where the workshops have been most effective and where least effective. Without referring to the rather numerous specific rating means (which are available in earlier sections of the report), it has almost invariably been the case that workshops are seen as most effective in enhancing the competencies of professional personnel (i.e., in staff development). They are also seen as very effective in furthering the curriculum development goal as defined by IED and in providing solutions for long-term problems. In general, they have been seen as somewhat less effective (but nevertheless quite helpful) in solving immediate problems and in furthering the goal of community involvement (although the latter received a rating of 5.50 from one group of consultants).

Finally, the workshops have received, in general, somewhat higher ratings from consultants and teacher groups than from student teacher groups and have been seen by all groups as more effective as learning experiences for experienced teachers than for student teachers. The latter point is particularly relevant in two ways: (a) the IED staff and Advisory Board may wish to consider whether the orientation of the workshops as reflected in these comparative ratings is the most appropriate (it is the opinion of the present consultant that it is); and (b) if IED is to continue as a component of the D.C. School System in the future years, a primary need will probably be for services to and enhancement of the compentencies of professional staff. Results like the one discussed here would indicate that the Institute may be well equipped for this kind of function.

Particularly relevant to this point is the question of whether teachers intend to <u>utilize</u> and do, in fact, utilize workshop training in the classroom. Involved here is the question of whether the workshops presented by IED are practically applicable or whether they are instead of value only at an abstract theoretical level. If asked to indicate on a seven-point scale the extent to which they expect to use or have used workshop training in the classroom, it is clear that any response greater than zero indicates some utilization and hence some <u>operational impact</u>.- the education of the teacher is actually reaching the individual student in the classroom. Since no one workshop can ordinarily be expected to provide information which would be directly usable by every teacher or even by most teachers, it would be expected that utilization scores, overall, would be relatively low. In addition, utilization scores should, to some extent, be cumulative. That is, overall mean scores would increase as more and more teachers were involved in workshops which they could directly apply to the classroom. Both IED teachers and non-IED teachers were asked to respond to items relevant to the application question. Both groups

indicated a reasonable to considerable amount of classroom application of of workshop training. Institute teachers indicated that they intended to directly apply the techniques learned in one workshop to a considerable extent (3.92) and that they had applied techniques learned in previous workshops to an even greater extent (4.92). Non-IED teachers, representing the larger group of teachers in the school system, indicated that even they, though presumably less involved in the IED program than cooperating teachers, intended to make some use of the workshop content (2.60) and had previously made even greater use of the techniques learned in other workshops (3.50). Equally important is the fact that both groups of teachers, even when not applying workshop techniques directly or in detail had found the workshops useful in enhancing their classroom teaching. IED teachers gave a very high utilization mean in this regard (5.46), non-IED teachers a somewhat lower, but still substantial score (3.83). It is obvious from these utilization scores that Institute workshops are having a direct and immediate impact on the classroom teaching of D.C. teachers.

In a further analysis of workshop functioning, consultants were asked to evaluate the amount of group participation and group interaction occurring during the workshop, including the relevance and quality of the interaction and participation. Scores were high in these areas, participation level being rated 4.67 in one workshop, 6.17 in another. Group interactions in these two workshops received scores of 5.00 and 5.88. As has been noted in individual reports, there may or may not be a value dimension attached to participation and interaction levels, depending upon the preferences of the interpreter. If participation and interaction are considered to be a valuable part of a professional activity, as is often the case, the evaluation would be highly positive in the case of these IED workshops. Otherwise, the ratings simply indicate high levels on these variables.

Finally, consultants were asked to evaluate attitudes toward the workshops and the probability that attitudes would be changed in a positive or negative direction by workshop participations. Without detailing individual items (discussed in earlier sections), overall ratings of attitude and attitude change were high, 5.20 for teachers and 6.00 for student teachers in one workshop, 6.00 overall in another. This finding clearly indicates that in the opinion of outside consultants the workshops are producing positive attitudes and positive-going changes in attitudes.

Little further need be said in the way of overall workshop assessment. Clearly, the workshops are seen as being substantially high in quality and effectiveness and as vehicles for high degrees of interaction and positive attitude change. In addition, they have, according to reporting teachers, been applied in the classroom teaching situation.

Community Involvement

The approach of the Institute to the community involvement goal has clearly been to attempt to directly involve members of the community in the educational process. It was partially for this reason, as was noted above, that the original plan for evaluation of the attainment of community involvement was not carried out. Instead, the evaluation has been based on the considered opinions of several outside consultants and a careful consideration of the actual efforts of IED in the community involvement area.

The operationalization of the community involvement goal has three principal components: (a) the creation and functioning of the Advisory Board, which contains parent representatives from all seven IED schools and Neighbors, Inc.; (b) the use of parents as practical substitutes for teachers attending IED activities; and (c) the placement of IED activities in community agencies, such as Trinity Episcopal Church.

In continuing the function of the Advisory Board with its parent representatives, IED has, objectively, certainly furthered the goal of involving the community in the School System. In this regard we have merely to note the presence of parent representatives in an advisory capacity and to ask whether the parents do, in fact, strongly influence the actions of the Board and whether the Board functions effectively as an advisory organ. While no formal evaluation of the Advisory Board has been undertaken (one is planned for the coming year), some comments are relevant here. First, parents have certainly had a major part in Advisory Board decisions. In fact, the Board is chaired by a parent representative, Dr. Robert Maroney, who directs but does not unduly dominate the meetings and activities of the Board. Dr. Maroney, serving without compensation, has been a concerned and effective chairman and a major asset to the IED project.

Structurally, the Board comprises three standing committees: one concerned with staff and curriculum development; a second involved in publicity and public relations; and a third serving as a liaison between the school-community and the University. No detailed evaluation of the effectiveness of these committees can be given. However, available evidence clearly indicates that the committee on staff and curriculum development has functioned very effectively and has more than adequately fulfilled its functions (note the foregoing evaluations of these areas). The committee on publicity, more subjectively evaluated, has not been maximally effective. This statement is made despite the fact that the Institute Newsletter has, during the latter part of the past year, had a bi-monthly circulation of 10,000. In fact, the Newsletter has been edited by a (recently resigned) parent who is not a member of the Advisory Board. Other publicity has been relatively minimal (some presentations to faculty groups and PTA meetings, a brochure describing the Institute, and some minimal coverage by local newspapers). The fact is that many community members are not aware even of the existence of IED. Both the Advisory Board Chairman and the Project Director have expressed concern and indicated that better publicity is planned for the coming year. The final (liaison) committee has not been evaluated.

The employment of more than 65 parents as substitute teachers during the occurrence of IED activities has been a major innovation in community involvement. It accomplishes, of course, two purposes: (a) the attendance of teachers and student teachers at IED workshops and other activities is made possible; and (b) a number of community members are made aware of and actually become involved in IED and school system activities. It has been reported to the present consultant that some individuals have apparently questioned the propriety of utilizing practical substitutes for a substantial number of teachers on several different occasions during the year. Presumably the question of priorities in this case would hinge on whether the employment of the practical substitutes disrupts or, ultimately, enhances the learning process for students. The answer to this question comes in several components. First, this consultant has

seen no evidence that undue disruption occurs in the classroom or the school as a whole when practical substitutes are used. Secondly, the foregoing assessment of workshops indicates that they are quite effective as educational devices and that information gained from the workshops has actually been utilized to a reasonably high degree in classrooms. Thus, if the educational process is temporarily slowed by the absence of the classroom teacher during a workshop, it may well be speeded up and enhanced as a long-term result of the teacher's absence. Thirdly, since the teachers as a group perceive IED workshops as useful, professionally enhancing, and effective, the refusal, due to lack of practical substitutes, to let the teacher attend workshops would probably not enhance her educational efforts. Finally, the actual number of days on which a given teacher is absent from a given classroom to attend workshops is very small. In summary, it is the opinion of this evaluator that the cooperating school principals who have permitted and aided in the use of practical substitutes should be commended and that, so long as the IED activities receive positive assessments and provide information useful in the classroom, the employment of practical substitutes should, if necessary, continue.

The use of community settings as a means of involving the community has been less extensive and, subjectively, less effective than IED's other approaches to community involvement. Where a workshop is actually aimed primarily or in substantial part at a parent group, the use of a community setting might be a quite effective vehicle. However, this has not ordinarily been the case, and while there is no reason not to use community settings, it seems unlikely that this method, as it has been employed thus far, will make a major contribution to the attainment of community involvement.

Finally, we come to the overall evaluation by outside consultants of IED's community involvement activities. Three independent assessments are available, two in the form of ratings, one discursive. The two ratings are discrepant, one consultant early in the year providing a rating on community involvement of only 2.00, the other consultant, later in the year, providing a rating of 5.00. The discrepancy reflects an unusual difference in the opinions of the consultants involved (most opinions of different consultants were quite similar), since no major changes in the approach of IED to community involvement occurred during the course of the year. The differences of opinion may have been based largely on the first consultant's relative lack of information in this area, since both consultants making the rating were primarily concerned with the evaluation of workshop activities. The third source is Dr. Amling's report (above) in which he does not specifically evaluate community involvement but suggests steps which might be taken in the direction of greater attainment of this goal.

Additional IED Activities

It has been impossible within the scope of planned and funded evaluation to assess each and every activity of the Institute. The existence of a number of nonevaluated activities should, however, be noted. First, IED has conducted a number of workshops not included in the foregoing evaluation. While it can certainly not be assumed that each and every one of these workshops was of the same quality, effectiveness, etc. as those specifically evaluated, the overall ratings of workshops by respondents in the overall participant evaluation were

certainly affected by the additional workshops not evaluated. In this way, at least, we have general evaluative information, indicating that the non-evaluated workshops were, in general, perceived as effective.

Other staff development activities have included tuition-free courses offered through IED by the College of Education of the University of Maryland and the aforementioned sponsorship of teachers for attendance at a variety of professional meetings. Both of these activities would, in general, be seen as professionally enhancing and therefore potentially valuable aspects of Institute functioning. However, no formal evaluation has been undertaken.

Curriculum development has also been pursued through additional activities not specifically evaluated. These have included the Instructional Innovation Fund, which provides grants of up to $100.00 for the implementation of innovative ideas presented by teachers. The only evaluation of this activity has been that provided by interviews with a small number of participants, who have indicated positive regard for the idea. In addition, curricular activities have included the aforementioned African Music projects, the initiation of a pre-kindergarten program at Takoma Elementary School, and the provision of consultant services to a group of teachers wishing to introduce sex education units in their classrooms. These activities are mentioned only because their sponsorship by IED is a further indication of the activities of the Institute.

A final Institute function which should be noted is its potential for "recruiting" former University of Maryland student teachers as teachers in the District schools. This function is, of course, an indirect one and one which is somewhat difficult to define or evaluate. However, to the extent that IED alleviates the often negative impression (even fear) which suburban students may have of the metropolitan school system, it becomes a vehicle to the recruitment of the students. We do, of course, have some evidence that the student teachers have been positively impressed with the Teacher Education Centers and that, in general, their response to IED has been quite positive. In addition, it has been reported that during the past year there were approximately 20 former Maryland student teachers employed in the District schools with more than twice that many having originally applied to teach in the District. Since the number of potential Maryland applicants is, of course, restricted by remission-of-fees agreements between the students and the State of Maryland, the number actually employed is fairly substantial.

The listing of non-evaluated activities and areas given here is by no means exhaustive. A more complete listing and discription can be found in the reports of the Institute Director, Mr. Gullattee, and greater detail here would be unnecessarily redundant with these reports.

Student Evaluation

While not a part of the original evaluation plan, it was suggested late in the Spring semester that an evaluation of student performance and/or opinion would provide a useful further measure of the performance of IED. Initial steps were taken, some involving Dr. Joseph Paige of Federal City College, and

student evaluation is now under careful consideration for the 1970-1971 academic year. It is probable that some evaluation will be undertaken in this area. However, the most valid procedures have not yet been fully determined, and the exact nature of the student assessment is not known at this time.

Recommendations and Positive Values

We conclude this report with a summary of areas in which IED might seek change, recommendations for implementation of modifications and a summary of the positive values of this project. We will first note areas possibly in need of modification, providing recommendations with regard to each.

Areas of Possible Improvement

Public Relations. The publicity and public relations of the Institute have not been adequate. The Institute Newsletter, which reached a substantial circulation in the Spring, 1970, was slow in getting started and, having lost its editor, is apparently now at least temporarily defunct. Other efforts at public relations have been relatively minimal, although, particularly in recent months, some area publications have carried references to IED activities. The Director has also spoken at some PTA and Home and School Association meetings. However, he reports considerable difficulty in getting on the agenda at most such meetings, and this vehicle has thus not been adequately utilized.

Recommendations. Maximal efforts should be expended to find as quickly as possible a mechanism for continuing the publication of the Newsletter. This might mean tapping the community to find an individual, preferably experienced in journalism or related areas, who would be willing and able to effectively edit this periodical. A second possibility would be to contact teachers within the IED system whose classes in journalism or English might gather information and turn out the Newsletter. A particular problem is present for the individual who edits the paper, since the information must be gathered from all seven IED schools. Therefore, a reporter might be established in each school, feeding information to the overall editor. A second and related recommendation is that the Newsletter be published more frequently, if possible at least once each month. A third possibility in the public relations area is further contact with the PTA groups, where large numbers of parents can be made aware of the existence and programs of the Institute. If it is not possible for the Director to readily get on the agenda of such meetings, PTA officers might be sent written information, phoned to make them aware of IED, or invited to attend a meeting of the Advisory Board or a special meeting for area PTA officers specifically for the purpose of describing IED. A related possibility would be a workshop or simply a lecture, scheduled well in advance, and to which both parents and school personnel would be invited. Since IED has experienced difficulty in obtaining newspaper coverage, the Institute might systematically seek out area parents who are associated with the local newspapers and work through these individuals to obtain better coverage. As a last resort (and one which should be unnecessary), IED might pay

an expert in public relations for one or two consultative visits to make detailed recommendations concerning possibilities in this area. A final suggestion is that an effective Advisory Board committee could quickly implement some of the suggestions made here and no doubt come up with many more.

Advisory Board Members. While some members of the Advisory Board, including the chairman, have been energetic in furthering the goals of the IED project, other members are reported to have been only minimally active, contributing little to the total effort. Where the Advisory Board as a whole, both conceptually and functionally, has been an asset to the IED project, those members who do not shoulder their full responsibilities in this capacity will do more harm than good to the functioning of the project. It should be noted that the reportedly inactive members are in the minority, that the reports of their inactivity are necessarily subjective, and that, of course, they may have very good personal reasons for not having adequate time for IED activities.

Recommendations. Acceptance of a position on the Advisory Board carries with it, of course, the acceptance of a set of responsibilities. Those responsibilities should be carefully defined and understood by each member of the Board. Those members who feel unable to devote adequate time to Institute activities should then voluntarily remove themselves from the Board. As an alternative, the Chairman should attempt to structure both standing and ad hoc committees in such a way that each committee contains some members who will be expected to make a maximal contribution.

Community Resources. The community in the IED area of the District no doubt contains substantial numbers of parents who are qualified to provide a wide variety of knowledge and services - and many would probably be quite willing to do so. However, IED has not substantially tapped this pool of potentially available talent.

Recommendations. A committee of the Advisory Board (either the community involvement committee or a separate committee) should be appointed to fill this gap. The committee should begin by defining areas in which local talent might be useful (professional people in various specialties, individuals with particular kinds of experiences, planned activities in which particular kinds of expertise are needed, etc.). Having done this, the committee might proceed by presenting its goals to the Director and the Advisory Board as a whole and asking each Advisory Board member to list relevant individuals or groups of which he is aware. The committee might then go on to search available occupational records, professional directories, and the like. Having identified a substantial number of individuals, the committee might then contact by phone or letter each individual in an effort to obtain a tentative committment of his time for some future occasion. The records, filed by areas of expertise as well as name should then be established and the pool tapped as necessary.

More Parent Substitutes. As was noted above, the use of practical substitutes is seen by this evaluator as an asset, not a deficiency, of IED. However, as a major aspect of the Institute's effort in community involvement, it would seem that there is a need to reach more parents in this capacity.

Recommendations. Practical substitutes should be rotated through as large a parent group as is available. While this may present coordination problems (perhaps insurmountable), it would be a meaningful direct extension of the community effort in an area in which IED has already been successful.

Follow-up of Workshops. A number of participants and some consultants have commented that workshops, even though they are generally effective on initial presentation, are often not followed up by further related workshops at later dates, consultant visits to individual classrooms, and the like.

Recommendations. Some workshops, of course, are quite complete within the single presentations ordinarily utilized by IED. However, the staff should carefully consider the topic of each workshop, the level of participant interest in the workshop, the effectiveness of the workshop, and probable (or later, actual) operational impact. If these considerations warrant, the workshop should be followed up by additional training in the same field at a later date. To some extent, this has already been done and some follow-ups are planned or have actually already occurred.

Administrators in Workshops. Relatively few administrators have thus far been able to attend any substantial number of workshops presented by IED. This is understandable in view of the often heavy schedules of these individuals. However, greater awareness on the part of the administrators of the content and impact of workshops could greatly facilitate the utilization of workshop information in the classroom, and the administrator is best equipped to suggest to teachers the availability of appropriate supplies, methods within his school by which workshop information might be introduced into the classroom, etc.

Recommendations. It is recommended that the Advisory Board, through the school principals who are members of the Board, arrange to have at least one administrator present at each workshop, this administrator then preparing himself to answer administrative questions concerning the implementation of workshop information in the classroom. If this is not possible (or even if it is), each administrator might be supplied with a detailed description of the workshop presentation, possibly prepared by advance arrangement by the individual presenting the workshop.

Advance Scheduling. Dissemination of information concerning the content and schedules of IED activities has not always been as early as some would like. Some participants have noted that notice is too short or information relevant to the activity was not disseminated widely enough. Community members in particular are often unaware of scheduled activities, even those that they might wish to attend.

Recommendations. Each workshop and other specific activity should be scheduled, if possible, at least two months in advance, with information being widely disseminated at that time. This would include a reasonably detailed description of the content of the activity in the Institute Newsletter, a formal announcement to both IED and non-IED teachers and administrators, and, if possible, advance coverage by local news media. The initial scheduling of the workshop should be followed up at a later time by reminder notices. This effort would, of course, also contribute to the area of publicity and public relations and should be, at least in part, a function of that committee of the Advisory Board.

Functions of the Director. Dr. Amling, an expert in the management area, has discussed the functions of the IED Director, and no attempt will be made here to reiterate his discussion. However, it should be noted that much of the Director's time has necessarily been spent outside the IED office in a "doing" rather than an administrative or planning capacity. This is seen not as a fault in the Director's utilization of his time but rather as an unfortunate circumstance resulting from a lack of personnel.

Recommendations. More of the Director's time should be spent in planning and administrative capacities. This can be probably best be accomplished in future years through the hiring of an Assistant Director or Program Assistant who could handle many of the non-administrative functions currently carried out by the Director. Since budgetary limitations make the hiring of an Assistant Director impossible during the 1970-1971 academic year, it is recommended that, if possible, additional personnel in the form of part-time college students or community members be hired. It might even be possible to obtain volunteer help from interested parents. However, members of the Advisory Board, who are already devoting time to the project, should not be expected to serve in this capacity. To clarify one point, it is not recommended that even if additional help is hired the Director should spend all of his time in the office. Since the Director has been interpersonally effective in furthering the intraschool and public relations of the Institute, it would be unfortunate to suggest that he entirely remove himself from this capacity.

Budget Information. During the past years of IED, budgetary problems have plagued the Institute. These have not been so much concerned with a lack of funds as with a lack of information concerning available funds. In fact, the Institute Director does not receive periodic budget information from offices in the system above IED. As a result, it has often been impossible to know with any precision the status of expenditures, amounts remaining in various budget categories, and the like. In addition, equipment purchases have at times been subjected to long administrative delays at levels above the IED office, and there are unrealistically long delays in the reimbursement of consultants.

Recommendations. These are difficult problems to deal with, particularly since the gap in information is not occurring at the level of those offices most directly associated with IED (Title III and Planning, Innovation, and Research), but rather at other levels. It is recommended that the Director follow Dr. Amling's suggestion regarding the construction of an internal budget maintained by a secretary or assistant and reviewed frequently by the Director. In addition, further efforts should be made to establish lines of communication which would permit direct feedback of budgetary information to the Director and more rapid purchases of equipment and reimbursement of consultants.

Positive Values of IED

Despite the need for changes in some areas as noted above, the Institute for Educational Development has a number of operational and potential values, most or all of which have been noted in various of the foregoing sections. In closing this report, we should note some of the major values and contributions of this project.

The Advisory Board. The Advisory Board concept, a major innovation of IED, has proven most fruitful. The Board has made possible the planning and implementation of programs which could probably not have been accomplished without the cooperation of such a Board. Aside from the useful advisory function which it serves for IED, the Board has served as a forum for the interaction of parents, teachers and administrators, as well as IED staff. Chaired by a community member, it has constituted a major implementation of the community involvement goal.

University Association. Through its continued association with the College of Education at the University of Maryland, IED has available the considerable resources of a large department in a major university. The relationship with the university has reportedly presented no major problems and has, indeed, been generally fruitful, making the University association a major asset of the Institute.

Workshop Effectiveness. As has been seen in the evaluations above, the IED workshops, a major feature of the staff and curriculum development program of the Institute, have been effective as educational devices. They are seen as particularly effective in furthering the competencies of experienced teachers (thus fulfilling a major need) and in providing potential solutions in long-term problem areas.

Workshop Quality. The workshops presented by IED have quite obviously been carefully selected. Evaluations indicate that the quality of evaluated workshops has been perceived by both participants and consultants as being very high.

Participation and Interaction. Both participants and consultants have noted high levels of interaction among participants occurring in the workshops. This interaction, reportedly of a generally positive and relevant nature, should be helpful in furthering interprofessional relationships among teachers and between teachers and administrators in the school system.

Attitude Change. Evaluators have reported that the workshops presented have produced actual and/or potential attitude changes in a positive direction. Since the attitudes of professional personnel are an important determinant of the quality of teaching occurring in the school system, any activity which produces positive changes in attitudes should be highly valued.

Operational Impact. Evaluations indicate that information gained from workshops has actually been applied in the classroom. In fact, classroom utilization has occurred to an almost surprisingly high degree, according to reports of participants. The workshops are thus not providing merely abstract learning experiences but rather information which is directly applicable to the classroom setting.

Student Teacher Preparation. According to both consultants and participants, the Teacher Education Centers have been most effective in preparing student teachers for the student teaching experience and in furthering the learning experiences of these students.

Recruiting Potential. As has been noted, the positive attitudes generated in many student teachers by the operation of the Teacher Education Centers and the Institute as a whole may well increase the potential recruitment levels of suburban student teachers into the D.C. system. In fact, some student teachers have already been recruited.

Curriculum Development. The Institute has received substantial ratings from consultants and participants in the area of curriculum development. These reflect the efforts of IED in its support of workshops, the African Music projects, and other curriculum development activities. It is the evaluator's understanding that further efforts in the curriculum development area, including a major effort in the reading area are planned for the coming year. With regard to the latter, IED held, during the summer of 1970, reading clinics for teachers and plans to follow up on these in the Fall of 1970. It should be noted that IED efforts in the reading area were planned well in advance of the School System's acceptance of Dr. Clark's reading program and are in no way directly related to that program.

Instructional Innovation Fund. This effort of IED in the curriculum development area deserves separate mention as a potentially major contribution to curriculum development. It encourages the individual teacher - the expert in a given curriculum area - to utilize innovative education in the classroom. A formal evaluation of the Instructional Innovation Fund is planned for the coming year.

Established Communication Lines. It has been the observation (admittedly casual) of the present evaluator that in most cases when a new organization or subdivision is created within an existing administrative structure, there is a period of "adjustment" during which communication between the subdivision and various segments of the total organization may be minimal. Time and effort are required to establish lines of communication which make the operation of the organization maximally effective. It has been noted that particularly with regard to budget these lines of communication

are still not entirely adequate for IED. However, through its existence to date and continued existence through the 1970-1971 school year, the Institute has become a functioning part of the D. C. School System. Many lines of communication between the Institute staff and a variety of School System officers have been established, the Director and staff have become familiar with the functioning of the School System, and procedures are now much more efficient than they were at the outset. There is thus a definite value in the continued maintenance of this organization which is already a functioning part of the school system.

Conclusion

The opinion of the present consultant is based primarily on the evidence available from the formal evaluations described above and secondarily on more subjective considerations of a variety of contributing factors. The conclusion to be reached from available evidence (both objective and subjective) is that the Institute for Educational Development is an effective educational organization which has made and, at this writing, continues to make a substantial contribution both to the educational community and to the greater community comprising parents of the IED schools. While some problem areas have been noted and discussed, the virtues of IED clearly outweigh any faults and this project should continue to function if at all possible.

APPENDIX A

FORMS CO and CW

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

CONSULTANT EVALUATION FORM CO

OVERALL

The Institute for Educational Development (IED), a project funded by Title III, is being evaluated in order to determine the extent to which its stated goals are implemented and its overall effectiveness. As one aspect of this evaluation, a number of consultants will review and evaluate various aspects of IED over a period of time. In order to provide a reasonable degree of data comparability, each consultant is provided with one or more appropriate forms.

Each form contains a number of items, some of which involve seven-point rating scales. When completing these scales, please reach your marking decision with care, trying to avoid the undue influence of the "central tendency" effect (the tendency of many raters to rate most items at mid-scale) and the "halo" effect (the tendency to rate many specific items largely on the basis of an overall positive or negative impression).

While we do ask that you complete the rating scale items, you should by no means restrict your evaluation to these items or to the areas covered in the questionnaires. Please comment freely on specific items and add any evaluative comments you wish, whether or not they are related to the items or areas covered in the questionnaire.

Consultant Evaluation Procedures

1. Familiarization with proposal

2. Overall evaluation (Form CO)

3. Workshop evaluation (Form CW)

4. Seminar evaluation (Form CS)

5. Interviews with IED staff. These may be conducted in any format the consultant wishes, but should be primarily evaluative, as familiarization with project materials is accomplished in advance.

6. Interviews with project participants and related persons (primarily teachers and student teachers). These are conducted as the consultant wishes, with the following general guidelines: The overall purpose of the interview is to determine in some detail the interviewee's perceptions of the effect of IED in furthering curriculum development, staff development, and community involvement. The attitude of each interviewee toward the various

aspects and procedures of IED should also be examined. It is also of particular interest to question each interviewee as to specific modifications of her teaching behavior which IED has fostered (through, for example, the Instructional Innovation Fund, the Seminars, or the Workshops). Names and positions of interviewees should be reported, and rough notes concerning specific questions and answers should be provided.

Overall Evaluation

Following the completion of all observations and other activities, please give your overall evaluation in the following areas:

1. How effective is IED in curriculum development?

Very Effective ___ ___ ___ ___ ___ ___ ___ Very Ineffective Not evaluated____

Please comment in some detail as to your perceptions of specific ways in which IED has and has not furthered curriculum development, why IED has succeeded or failed, and how the situation might be improved (if improvement is needed). Indicate the information on which your comments are based. Please attach pages.

2. How effective in staff development?

Very Ineffective ___ ___ ___ ___ ___ ___ ___ Very Effective Not evaluated____

Please comment as above.

3. How effective in community involvement?

Very Effective ___ ___ ___ ___ ___ ___ ___ Very Ineffective Not evaluated____

Please comment as above.

Evaluation Procedures

As there is also a continuing desire to improve evaluation procedures, please comment on the procedures. Suggest specific items or areas for addition, deletion, or modification, indicate major or minor changes which you would make in evaluation procedures, and make any other comments you wish.

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

CONSULTANT EVALUATION FORM CW

WORKSHOPS

General Instructions and Remarks: (See Form A). Please complete, if possible, each of the items below. In addition, please comment freely, both elaborating upon and going beyond the items given. Do not feel that your comments should be restricted to the items or areas below. Attach additional sheets as necessary.

Consultant: _____

Date: _____ Location of Workshop: _____

Title or Topic of Workshop: _____

Principal Speaker(s) or Leader(s) _____

Title _____

Affiliation _____

_____

Assistant(s) or Associate(s): _____

Title _____

Affiliation _____

_____

Personnel and Environment

1. Description of Participants

Type	Number
Student Teachers	_____
D.C. Teachers	_____
Administrative Personnel	_____
IED Staff	_____
Other (Specify)	_____

_____

_____

2. Type of Room

3. General Seating Arrangement

4. Evaluation of Physical Setting

Completely Adequate ___ ___ ___ ___ ___ ___ ___ Completely Inadequate

Comment:

Principal Workshop Content

5. Note the main points made by the speaker or discussion leader.

6. How well was the presentation organized?

Very Disorganized ___ ___ ___ ___ ___ ___ ___ Very Organized

7. How clear and understandable was the presentation?

Very Unclear ___ ___ ___ ___ ___ ___ ___ Very Clear

8. How well did the speaker appear to be prepared?

Very Unprepared ___ ___ ___ ___ ___ ___ ___ Very Well Prepared

9. Did the leader appear to hold the interest of participants?

Almost Entirely ___ ___ ___ ___ ___ ___ ___ Almost Not at all

10. Degree of leader's expertise in topic apparent from his presentation (insofar as possible, disregard other knowledge of his qualifications).

Outstanding Expertise ___ ___ ___ ___ ___ ___ ___ Virtually no Expertise

11. Overall evaluation of leader's presentation:

Superior ___ ___ ___ ___ ___ ___ ___ Poor

12. If you were selecting a consultant to conduct a workshop on this topic for a similar group, would you select or avoid this individual?

Comments on Items 5 - 12:

13. What discussion questions and points were raised by participants?

14. What arguments were raised pro and con the speaker's points?

15. Attitudes of participant group toward discussion leader:

Very Positive ___ ___ ___ ___ ___ ___ ___ Very Negative

No Predominant Attitude Apparent _____

Comment:

Additional Topics Raised

16. What additional topics, not directly related to the main workshop topics, were raised (indicate whether each point was made by the leader or by a participant)?

17. Did there appear to be particular attitudinal significance or implications in these additional topics?

Comment on Additional Topics:

Group Interaction and Participation

18. Was group participation (as opposed to a lecture format) in the workshop generally encouraged or discouraged?

Strongly Discouraged ___ ___ ___ ___ ___ ___ ___ Strongly Encouraged

(Please note that this question and others related to it do not imply a value dimension as such; i.e., group participation may be good or bad, but we are interested only in a factual statement of its degree of occurrence)

Comment:

19. Would you describe the "atmosphere" as

Highly Informal ___ ___ ___ ___ ___ ___ ___ Highly Formal

Comment:

20. How actively did the group as a whole participate in the workshop?

Very Inactively ___ ___ ___ ___ ___ ___ ___ Very Actively

Comment:

21. What proportion of the group participated actively?

Almost All ___ ___ ___ ___ ___ ___ ___ Almost None

Comment:

22. Were the actively participating members primarily

_____ D.C. Teachers

_____ Student Teachers

_____ Administrative Personnel

_____ IED Staff

_____ Other (Specify)

_____ No one group participated more actively than others

Comment:

23. How much interaction occurred among participants?

Constant Interaction ___ ___ ___ ___ ___ ___ ___ No Interaction

24. Relevance of interaction to discussion topic(s)

Entirely Irrelevant ___ ___ ___ ___ ___ ___ ___ Entirely Relevant

25. Was the interaction primarily

Very Friendly ___ ___ ___ ___ ___ ___ ___ Very Hostile

26. How helpful, for the most part, was the interaction in enhancing the educational value of the workshop?

Not at all Helpful ___ ___ ___ ___ ___ ___ ___ Extremely Helpful

Comment on Interaction Items:

Educational Effectiveness

27. In your opinion, how effective was or should be the workshop in solving immediate problems?

Very Effective ___ ___ ___ ___ ___ ___ ___ Very Ineffective

Comment:

28. In furthering the education of student teachers?

Very Ineffective ___ ___ ___ ___ ___ ___ ___ Very Effective

29. As a learning experience for attending experienced teachers?

Very Ineffective ___ ___ ___ ___ ___ ___ ___ Very Effective

30. In providing solutions for long-term problems?

Very Effective ___ ___ ___ ___ ___ ___ ___ Very Ineffective

31. In furthering the goal of curriculum development or innovation?

Very Effective ___ ___ ___ ___ ___ ___ ___ Very Ineffective

32. In furthering the goal of community involvement?

Very Ineffective ___ ___ ___ ___ ___ ___ ___ Very Effective

33. In furthering the goal of staff development?

Very Effective ___ ___ ___ ___ ___ ___ ___ Very Ineffective

General and Specific Comments on Effectiveness (attach additional pages if necessary)

Attitudes and Attitude Change

One potential value of a project such as IED is the possibility of producing attitude changes. It is the examination of this potential, as well as of certain present attitudes, toward which the following questions are directed.

34. From your observations, what appeared to be the most prevalent attitude of teachers toward the workshop?

Very Positive ___ ___ ___ ___ ___ ___ ___ Very Negative

35. Of teachers toward the Teacher Education Centers?

Very Negative ___ ___ ___ ___ ___ ___ ___ Very Positive

36. Of teachers toward IED as a whole?

Very Positive ___ ___ ___ ___ ___ ___ ___ Very Negative

37. Of student teachers toward the workshop?

Very Positive ___ ___ ___ ___ ___ ___ ___ Very Negative

38. Of student teachers toward the TECs?

Very Negative ___ ___ ___ ___ ___ ___ ___ Very Positive

39. Of student teachers toward IED as a whole?

Very Positive ___ ___ ___ ___ ___ ___ ___ Very Negative

Comment on Items 34 - 39:

40. Does it appear likely that the workshop will induce an attitude change which is generally:

Toward Positive ___ ___ ___ ___ ___ ___ ___ Toward Negative

41. Assuming a series of workshops of equal quality to the one observed is attitude change likely to be induced

Toward Negative ___ ___ ___ ___ ___ ___ ___ Toward Positive

42. Did you observe any particular change in attitude on the part of the group as a whole or any subgroup as the workshop progressed? Please be as specific as possible, indicating the basis for your conclusions.

Further Comments

Please comment as extensively as you wish concerning any and all aspects of the workshop, the Teacher Education Centers, and other topics, covered or not covered above.

APPENDIX B

FORMS PW AND ACTIVITY EVALUATION

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

PARTICIPANT EVALUATION -- FORM PW

Date _____ Name _____

Sex M F (circle one) Number (if any) _____

Are you a (check):

_____Cooperating Teacher (supervising IED student teachers)

_____Teacher not involved in IED student teacher supervision. Have you previously been an IED cooperating teacher? YES NO

_____Parent

_____ Student teacher (senior)

_____ Student observer (junior)

_____ Advisory Board member

_____ IED Staff member

_____ Other (Specify) _____

In how many IED workshops (including present one) have you participated?_____

Title or Topic of this Workshop: _____

Principal Speaker(s) or Leader(s): _____

In order to evaluate the programs and progress of the Institute for Educationa Development (IED), your cooperation is asked in completing this brief questionnaire. Please be assured that your opinions will receive careful consideration in the continuing effort to provide and improve upon effective programs of value and interest in your school system.

Most items are answered in a seven-point scale. For each item simply check the point on the scale which best describes your opinion. Virtually no written responses are necessary, but any written comments you may wish to make will be welcomed and carefully considered. We ask that you read over the questionnaire, if possible, before the beginning of the activity, but wait until your participatior is completed before actually completing the questionnaire. It is also asked that yc fill out the questionnaire <u>immediately</u> after the completion of your participation, and hand it to any member of the IED staff. If this is not possible, please return the questionnaire on the day following your participation to one of the Teacher Education Center coordinators or mail it to the IED office at Rabaut Junior High School, North Dakota and Kansas Aves., N.W.

<u>THANK YOU FOR YOUR COOPERATION</u>!

1. How clear and understandable was the workshop presentation?

Very unclear ___ ___ ___ ___ ___ ___ ___ Very clear

Comments: (use reverse if necessary)

2. Did the workshop leader hold your interest?

Almost entirely ___ ___ ___ ___ ___ ___ ___ Almost not at all

Comments:

3. Overall evaluation of the leader's presentation:

Excellent ___ ___ ___ ___ ___ ___ ___ Very poor

Comments:

4. Would you describe the "atmosphere" of the workshop as:

Highly informal ___ ___ ___ ___ ___ ___ ___ Highly formal

Comments

5. How actively did you personally <u>participate</u> (e.g. raising or discussing points with the leader or group as a whole, etc.)?

Very Actively ___ ___ ___ ___ ___ ___ ___ Almost not at all

Comments:

6. During the workshop, how much did you interact with other participants in individual or small group conversations?

Almost constant interaction ___ ___ ___ ___ ___ ___ ___ Almost no interaction

Comments:

7. How relevant, in general, were these conversations to the workshop topic?

Entirely irrelevant ___ ___ ___ ___ ___ ___ ___ Entirely relevant

Comments:

8. In your opinion, how effective was or will be the workshop in solving immediate problems?

Very effective ___ ___ ___ ___ ___ ___ ___ Very ineffective

Comments:

9. In furthering the education of student teachers?

Very ineffective ___ ___ ___ ___ ___ ___ ___ Very effective

Comments:

10. As a learning experience for attending experienced teachers?

Very ineffective ___ ___ ___ ___ ___ ___ ___ Very effective

Comments:

11. As a learning experience for you personally?

Very effective ___ ___ ___ ___ ___ ___ ___ Very ineffective

12. In providing solutions for long term problems?

Very effective ___ ___ ___ ___ ___ ___ ___ Very ineffective

Comments:

13. What is your overall opinion of the value of this workshop?

Very valuable ___ ___ ___ ___ ___ ___ ___ Of almost no value

Comments:

QUESTIONS FOR TEACHERS AND STUDENT TEACHERS ONLY

14. To what extent do you expect to utilize information gained from this worksho directly in your teaching?

Will make great use of this information ___ ___ ___ ___ ___ ___ ___ Will make virtuall no use of this informa tion

Comments (please describe briefly any specific ways in which you plan to use the information gained from this workshop):

15. To what extent have you used information gained from previous IED workshops in your teaching?

Have made great use of information ___ ___ ___ ___ ___ ___ ___ Have made no use of information

Comments (please describe briefly specific ways in which you have used information gained from previous workshops):

16. How helpful have the Teacher Education Centers, in general, been to you in your teaching:

Very useful ___ ___ ___ ___ ___ ___ ___ Not at all useful

Comments:

Please use the reverse for any additional comments you may wish to make.

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

ACTIVITY EVALUATION

PARTICIPANT'S FORM

Title of Activity: _____

Inclusive Dates of Activity: _____

Purpose of Activity: _____

_____

_____

_____

Format of Activity: (check where appropriate)

lecture ( ) lecture-discussion ( ) panel discussion ( )

seminar ( ) workshop ( ) demonstration ( )

Please describe activity in some detail: _____

_____

_____

_____

_____

Materials and other aids used: _____

_____

_____

What ideas or techniques of practical value did you get from this activity?

_____

_____

_____

_____

- O V E R -

What were the shortcomings (if any) of the activity? _____

_____

_____

_____

_____

What suggestions would you offer to enhance the effectiveness of the activity?

_____

_____

_____

_____

_____

Should the activity be repeated? _____

_____

_____

Name(s) of Consultant(s):

_____

_____

_____

Today's Date _____

Your name _____

Your Title _____
(e.g. Teacher, Admin., Parent, Student)

Your School _____

LG:ags
12-68

APPENDIX C

FORM FOR PARTICIPANT EVALUATION

INSTITUTE FOR EDUCATIONAL DEVELOPMENT

PARTICIPANT EVALUATION

Date _____ Number _____

Sex M F (circle one) _____Teacher

_____Student Teacher

_____Other (Specify)

In order to evaluate the programs and progress of the Institute for Educational Development (IED), your cooperation is asked in completing, periodically, this brief questionnaire. Most items are answered on a seven-point rating scale. For each item, you simply check or circle the point on the scale which best describes your opinion. No written responses are necessary, but any written comments you may wish to make will be most welcome.

Your responses are completely anonymous, but please put on the questionnaire in each instance the number which appeared on your first questionnaire, so that we may collate your forms by number.

Please return the completed questionnaire, in a sealed envelope if you wish, to one of the Teacher Education Center (TEC) coordinators or mail it to the IED office in Rabaut Jr. High School.

QUESTIONS FOR TEACHERS

1. How many total years have you taught school?_____ Years.
2. How many student teachers have you previously supervised?_____
3. How many student teachers do you currently supervise?
4. In terms of overall performance, how do current student teachers compare with others in your experience? _____ Current student teachers are:

' _____ ' _____ ' _____ ' _____ ' _____ ' _____ '

among the best among the worst

5. What attitude toward the D. C. School system does the University of Maryland seem to foster in student teachers through its classroom instructions?

extremely negative attitude						extremely positive attitude

6. What attitude does the University foster through the students informal contacts with his colleagues?

extremely positive						extremely negative

7. How adequately does the university prepare student teachers for the student teaching experience?

very adequately						very inadequately

QUESTIONS FOR STUDENT TEACHERS

8. Is this your first teaching experience in a large city school system?

Yes _____ No _____

9. Is this your first teaching experience in a school system with a largely black student body? Yes _____ No _____

10. Is this your first teaching experience in any school system? Yes____ No ____

11. Did you attend highschool primarily in (check more than one if applicable):

_____ a large city school system; _____ a system with a primarily white student body: _____ a system with a substantially mixed student body?

12. What attitude toward the D. C. school system did the University of Maryland seem to convey to you through formal classroom communications?

extremely positive						extremely negative

13. What attitude towards the D. C. school system did the University setting convey through your informal contacts with your student colleagues?

extremely positive _____ _____ _____ _____ _____ _____ extremely negative

14. What attitude toward IED did the University classroom foster?

extremely positive _____ _____ _____ _____ _____ _____ extremely negative

15. What attitude toward IED did informal contacts with colleagues at the University convey?

extremely positive _____ _____ _____ _____ _____ _____ extremely negative

17. What was your attitude toward IED before entering the student teaching situation?

extremely positive _____ _____ _____ _____ _____ _____ extremely negative

18. How well did the University prepare you in general for the teaching experienc

very well _____ _____ _____ _____ _____ _____ very poorly

19. How well did the University prepare you specifically for this student teaching experience?

very well _____ _____ _____ _____ _____ _____ very poorly

20. How adequate was your orientation to IED by IED personnel (Teacher, TEC Coordinators, etc.)?

very adequate _____ _____ _____ _____ _____ _____ very inadequate

21. Do you find the Teacher Education Center coordinator to be generally?

extremely helpful					virtually no help

22. Do you find the cooperating teachers to be

extremely helpful					virtually no help

QUESTIONS FOR BOTH TEACHERS AND STUDENT TEACHERS

23. How familiar are you now with IED (its goals, operations, components personnel, etc.)

very familiar					very unfamiliar

SEMINARS

24. In how many TEC seminars have you personally participated? _____

25. In your opinion, how effective are the seminars in solving immediate problems

very ineffective					very effective

26. In furthering the education of student teachers?

very ineffective					very effective

27. As a learning experience for attending experienced teachers?

very effective					very ineffective

28. In providing solutions for long term problems?

very effective					very ineffective

29. In furthering the general goal of staff development?

very effective					very ineffective

WORKSHOPS

30. In your opinion how effective have IED sponsored workshops been in solving immediate problems?

very effective ' _____ ' _____ ' _____ ' _____ ' _____ ' _____ ' very ineffective

31. In furthering the education of student teachers?

very effective ' _____ ' _____ ' _____ ' _____ ' _____ ' _____ ' very ineffective

32. As a learning experience for attending experienced teachers?

very effective ' _____ ' _____ ' _____ ' _____ ' _____ ' _____ ' very ineffective

33. In providing solutions for long term problems?

very effective ' _____ ' _____ ' _____ ' _____ ' _____ ' _____ ' very ineffective

34. In furthering the general goal of staff development?

very effective ' _____ ' _____ ' _____ ' _____ ' _____ ' _____ ' very ineffective

GENERAL

35. In your opinion, how effective in general has IED been in the area of curriculum development (i.e., building substructures in which curriculum invention and experimentation can occur, in providing opportunities for diversifying and enriching the curriculum)

very effective ' _____ ' _____ ' _____ ' _____ ' _____ ' _____ ' very ineffective

36. How effective in promoting staff development (i.e., improving basic teaching skills, encouraging flexibility in approaches in methods)?

very effective ' _____ ' _____ ' _____ ' _____ ' _____ ' _____ ' very ineffective

37. Space is provided here for any additional comments you may wish to make (use reverse if necessary).

THANK YOU FOR YOUR COOPERATION!